

Pupil premium strategy statement (primary)

1. Summary information					
School	Rectory Farm Primary School				
Academic Year	2019-20	Total PPG budget	£118,800	Date of most recent PPG Review	13.11.18
Total number of pupils	198	Number of pupils eligible for PPG	90	Date for next internal review of this strategy	Dec 19

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	54%	65%
% making progress in reading	54%	73%
% making progress in writing	62%	78%
% making progress in maths	69%	79%

3. Barriers to future attainment (for pupils eligible for PPG, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Attainment and progress gap- in English in KS2 in particular
B.	Lower standards of Oracy – Disadvantaged pupils are not in line with other pupils in communication and literacy
C.	SEMH needs impact on pupils attaining their full potential
D.	Lower levels of maths confidence- particularly in KS1, especially in fluency and reasoning.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Pupil Premium children have lower attendance and need support with punctuality 95.18% (Non-PPG 96.36%)
F.	Many PP pupils have limited exposure to broader experiences and wide-ranging role models. At times, limiting their aspirations and future life choices (e.g. music, outdoor nature, museums, theatres, building relationships and knowledge of culture and faiths other than their own). Many children have limited access to resources e.g. reading books

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children reading with adults at least 4 times a week with an emphasis on enjoying reading for pleasure. Writing progress (Comparative Judgement) shows PP children's scores are in line with non PP	Percentages of children reading at least 4 times are broadly in line with non- PP Closing the attainment gap by >10% between non-P and PP performance in reading/ reading stages

B.	Improve communication and language skills for pupils eligible for PP	Narrow the gap between PP and non-PP pupils attaining the exceeding standard at the end of reception using WellComm assessment.
C.	SEMH pupils supported to engage and interact with peers and adults in a calm manner and establish positive relationships and attitudes as well as learning to learn skills. Reduction in need to contact parents about incidents of behaviour	Behaviour logs demonstrate no discernible difference between Non-PP and PP children-Nurture children show improved learning behaviours when they return to class
D.	Increased fluency and confidence in maths lessons	Closing the attainment gap by >10% between non-P and PP performance in Maths Marathon and PUMA assessments
E.	Maintain attendance and punctuality of Pupil Premium children	Maintain PP attendance in-line with National expectation of 96% (in line with rest of school)
F.	Increased aspirations of children; they have keen interests in variety of activities and develop skills in chosen activities. Meet a range of different professionals and positive role models. Access to resources to support development	Pupil Voice, pupils continue to engage with activities out of school Pupils reach proficiency level in activities they engage with (e.g. music, singing, sports) Positive discrimination used. Resources available.

5. Planned expenditure

Academic year **2019-20**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/ <u>Governor+</u> <u>monitoring</u> <u>dates</u>	When will you review implementation?
A, B-Improve communication and language skills for all pupils with a focus on vocabulary and sentence structures	Additional phonics training programme and input from the English Hub with targeted support for those that failed Phonics screening in Year 1/2 Closely liaise with Speech and Language therapist for strategies to support in class. Continue oracy professional development training in school and nursery. Reception children will receive a WELLCOMM assessment- compare data.	Early language development has impacted positively on outcomes across local schools in the authority and we gave tailored this to suit our setting to achieve above national results. (EEF Early language development report 2017) PP children results in line with the whole school.	Delivery of phonics and reading will be monitored through learning visits, Year Group Reviews and learning walks. Most proficient staff will work with the neediest groups. Phonics data is closely assessed and tracked- 3-week progress and 6 week turn around Additional resources for children that have not passed phonics post Year 2 ELG will be met. Progress will be made through the WELLCOMM assessment criteria. Identified children will meet targets through Lunch club and booster groups.	English Lead/ Phonics Lead	Monthly Termly review with HT

	<p>Lunch Club to support identified children with communication skills. Phonic booster groups in R Year 1, 2. WELLCOMM training Tracking data- Progress Tracker</p>		<p>The phonic test or retest pass rate for PPG children increases. Working closely with the English Hub Tracking data and end of Year 1 Phonics results shows that pupils made better than expected progress in reading and phonics.</p>		
<p>A,B, D-Identified support in class through MOT children and rigorous Pupil Progress Meetings</p>	<p>Teaching assistant hours in class/ support baseline assessment for reading Family Support Worker Learning Mentor- Protective Behaviours Positive discrimination for PP /MOT Identify PPG children with any hurdles to learning and where directed support is required Use of Reading Club spaces for targeted reading support Monitor hurdles and actions for MOT children to ensure accelerated progress in targeted areas Monitor the impact of actions for MOT children at the end of each half term. – Update data at the end of each term. – Identify interventions and evaluate impact. -Liaise with SENCO.</p>	<p>Immediate feedback improves outcomes. Same day intervention at least one day a week either in lesson or assembly time. Observations, learning walks and work scrutiny demonstrates the positive impact of additional adult support during lesson time. MOT raises the profile of PP children and has had impact with direct interventions/feedback taking place in the moment. Where barriers to learning are quickly identified and addressed/targeted. (EEF Feedback High impact for very low cost, based on moderate evidence 2018)</p>	<p>Children receive immediate feedback in lessons – lesson observations. Monitor interventions in books Pupil Progress TA x 27 hours Monitoring by the leadership team: Lesson visits Learning walks Year group Reviews Work scrutiny NPAT Reviews Support staff appraisals Teacher assessments/data Pupil Voice Pupil Progress Meetings Pupil Premium Surgery/MOT tracker notes. Intervention notes and tracking</p>	<p>Leadership Team</p>	<p>Half Termly</p>

<p>F.Pupils have access to quality resources including: Reading Scheme books, Library books and revision guides</p>	<p>Library books Revision guides Classroom resources</p>	<p>Pupils have limited access to quality reading books or learning resources in the home environment Year 6 revision guides for maths- increased engagement in Home Learning- reduced preparation teacher time (wellbeing) Increase in enjoyment of reading. Increase in reading attainment. Increased parental engagement. Increased aspirations.</p>	<p>Monitoring of books borrowed/ reading diaries and the impact on pupils reading progress</p>	<p>Head teacher/ English Lead</p>	<p>Ongoing Half termly</p>
<p>A, B-Increase the percentage of PP pupils reaching expected and greater depth in English particularly</p>	<p>Identify pupils at risk of not reaching expectation/greater depth Use of Power of Reading resources to support planning of reading and writing. Support for children in reading into writing and vocabulary acquisition through Colourful Semantics. Third Space Learning resources to support QFT in maths Additional workshop sessions to support individual teachers to aid support and challenge HA Reading Club in Y6 (Y5) Reading Club after school provision Y1-6 to provide- Reading Time KS1/Reading Skills KS2</p>	<p>Targeted reading aloud and discussion extends pupil's vocabulary and the use of structured conversations develops their reading comprehension. Individual and small group teaching within class lessons. Analysis of data shows PP pupils need to make accelerated progress in Y4 and Y6 Pupils who need support matched to their individual needs Previous years in school tracking showed very positive progress for QFT and raised level of expectation. (EEF Early language development report 2017)</p>	<p>School development priority Groups are tracked half-termly and termly. Pupils are identified through Pupil Progress Meetings. Impact of support will be measured from outcomes Ensure children read regularly to an adult/access reading skills support weekly. Celebration of reading in assembly both individually and as a reading class. Monitor children's progress termly through assessments, interviews and observations. TA x additional 8 hours/week</p>	<p>Maths Lead/ English Lead/ Head teacher Early Phase Lead</p>	<p>Half Termly/ termly</p>

A.Deputy Head teacher to monitor and evaluate all Pupil Premium funding.	The gap between Pupil Premium and Non-Pupil Premium children are in line with non-PP. Impact of the additional support in Y6	Monitoring the Pupil premium spending across the year. Measuring the impact of funding. Managing HLTA's and MOT Challenge to ensure pupils are receiving benefits from the funding.	Data collections and Exam results (ASP) Pupil voice Attendance/Punctuality figures Behavioural reports	Deputy head	Yearly
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Total budgeted cost £77,020

5.Planned expenditure

Academic Year 2019-2020

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Targeted support in class for PP children to address next steps Positive discrimination for responses	MOT children Positive discrimination in classes Discussion of pupil attitudes to learning in Progress Meetings Gaps identified in formative assessment allow for precisely targeted teaching to remedy these. Targeted additional adult support in every classroom.	EEF research tells us that effective feedback can have a +8 months effect on a pupil and one-to-one tuition can have +5 months effect. 2008, the National Foundation for Educational Research & TDA, found that, 'a culture of mentoring and coaching will, over time, have an impact on young people and their learning. Meta-Analysis of research by John Hattie breaks down quality teaching into: <ul style="list-style-type: none"> • Pupils having clear goals/objectives • Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. 	Observations, learning walks and work scrutiny shows the positive impact of additional adult support during lesson time Monitor PP participation compared to non-PP Progress Meetings TA appraisals	Deputy head/ Head teacher	Fortnightly/ half termly

<p>C. Provide additional support for PP SEMH pupils</p>	<p>Nurture Room PASS test support for individuals Restorative Justice programme Improve metacognition and self-regulation Monitor impact of Jigsaw programme. KS2 teaching PSHCE on Wednesday pm to capture Nurture pupils</p>	<p>Pupils with emotional behaviours need additional support to manage these needs as well as learning needs Lower exclusion rates. Improved behaviour in mainstream classes. Better social/pastoral progress for Nurture children (assessed using Boxall in addition to normal measures) Data for PP and SEND pupils shows they need to make more progress to match other pupil groups (EEF Metacognition and self-regulation High impact for very low cost, based on extensive evidence Aug 2018)</p>	<p>School development priority SENCO will monitor pupil progress and their impact of Nurture SENCO will liaise with the Nurture Team and organise implementation of relevant programmes PASS test scores demonstrate a positive impact. 2017-2018 reduction in red scores) DHT tracks vulnerable children according to PASS tests Pupil voice –of all parties on use of RJ</p>	<p>Monitored by Inclusion Lead termly for the 4 terms for each child in Nurture. Also monitored by the number of children returning to mainstream after 4 terms. Nurture Team DHT to monitor PASS PSHE Lead HP</p>	<p>Half termly / termly</p>
<p>C. To support vulnerable pupils at key transition points to ensure they are equipped and ready to engage in school life</p>	<p>Use of the mini- bus to increase engagement and visiting opportunities for children with new secondary schools transition for vulnerable children Whole school transition topic and shared outcomes</p>	<p>'The importance of effective and appropriate arrangements for the transfer of pupils from primary to secondary schools as a means of ensuring curriculum continuity and progression in pupils' education is now widely recognised as a crucial factor in school improvement'. (Powell et al National Foundation for Educational Research)</p>	<p>Pupil/parent voice Half termly analysis of attendance data Completion of pupil passports and supportive hands Time for parents to meet new teachers SENCO- transition support photos etc.</p>	<p>FSW Deputy Head</p>	<p>September 2018 May- June 2019</p>

<p>E.To ensure all PPG pupils have good punctuality and attendance of above 96% (at least in line with National)</p>	<p>Internal attendance panel Head teacher/Deputy head teachers / Governor/ pastoral worker/admin. FSW to monitor and contact parents of pupils with lower than 96% attendance and punctuality Breakfast Club allocation FSW in raising the attendance of PP- Celebration assembly End of year celebration Provide data for Heads for termly attendance surgeries Weekly celebration- class attendance displayed on the door and cup Termly rewards for children achieving 100% attendance Rewards for punctuality, SLT on gates, displays and communication Meet and Greet adult where appropriate and catch up support/reintegration for a positive start to the day if late in or a return to school.</p>	<p>Good attendance maintains good progress. ('Supporting the attainment of disadvantaged pupils' DFE report 2015) SLT/FSW/LM presence on the gate/door highlights the importance of being on time to maximise their learning. 'Meet and greet' for targeted families Sutton Trust information of the need to provide a consistently safe/comfortable environment-</p>	<p>The attendance/ punctuality of PP children increases The attendance/ punctuality gap between PP children and non-PP children is reduced Monitor attendance/ punctuality Follow up same day and increased dialogue with parents including strategies for any difficulties. Attendance percentages of targeted children improve across the school Incidents of lateness diminish Monitor SIMS for attendance /lateness data Attendance panel will meet termly to analyse attendance. Meetings with governors will show decreasing numbers of poor attenders. Pupil progress meetings / cohort analysis will continue to monitor poor progress or attainment as a result of absence</p>	<p>FSW Inclusion Lead Learning Mentor SLT</p>	<p>Half termly</p>
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<p>A.Strategic Year 4 and 6 Intervention to support student's attainment. Including small group sessions, one to one sessions and after school/holiday sessions</p>	<p>Small group interventions Class size reduced Easter School DH Lunchtime Home Learning support FSW DH</p>	<p>EFF research regarding one to one and small group work indicate they will benefit the students. The EFF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. Holiday time before the exams is a time when students may struggle to retain information without additional support.</p>	<p>Pupil Premium achievement is in line with national average. The attainment gap is eradicated.</p>	<p>Head teacher Deputy head</p>	
<p>F.Uniform/ resources support for PP pupils including PE kit</p>	<p>Provision of uniform for pupils that need it- as opposed to a blanket voucher or supply system Book bags for EYFS- including key texts Uniform support Plimsolls provision Sports equipment Music lesson support and instruments Ukulele provision Y5 Supporting families to ensure children have the correct kit when representing the school for sporting events, and have access to transport to and from events</p>	<p>Students should have access to correct uniform. The Pupil Premium funding is used to ensure that PP pupils have the correct uniform. This will ensure that students are not inhibited in their education by having the incorrect clothing. Although the wearing of a uniform does not directly relate to improvements in learning (EFF toolkit) 'when combined with the development of the school ethos. The improvement of behaviour and discipline, the introduction or enforcement of a school uniform can be successfully included as part of this process.'</p>	<p>Monitoring of uniform across the school. Uniform/lack of resources reported on MyConcern Each session will be monitored – reminders to staff about the funding available and have spare 'kit' readily available in school.</p>	<p>Deputy head</p>	<p>Half Termly</p>
Total budgeted cost					<p>£10,140</p>

5.Planned expenditure

Academic Year 2019-2020

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
F.Increase parent/ community engagement knowledge of the school curriculum and through workshops, parent days	Senior leaders and year group teachers to deliver workshops Parent workshops Celebration events- lesson sharing Open classrooms Stage events in school as well as at venues Greater links with the nursery	Parents' feedback that they want to know how to support their children at home. (feedback from parent's meetings) The EFF suggests a +3 months impact where parental engagement is strong.	Attendance information recorded Annual timetable of workshops for specific subject areas (phonics, year group curriculum, SATs and test preparation EYFS) End of term whole school celebration events. Class assemblies Feedback from parent questionnaires	Senior leaders, phase leaders, year group teacher's subject coordinators FSW	Termly
A.Improved concentration and energy levels for PP pupils	Breakfast Club facilities for PP children School Meals Advice to parents on diet through FSW Water bottles for all- provision for PP children	Pupils coming to school without having had sufficient breakfast. Pupils not focussed and hungry/ thirsty 'For students who don't have the opportunity to eat breakfast at home, breakfast clubs enable them to kick-start their day with a nutritious meal which fuels their levels of concentration and improves their ability to digest information in lessons'. The Future Leaders Trust	Breakfast Club attendance of PP or identified children. Staff to monitor pupil well-being; check on concentration (Meet and Greet in the morning) Use of MyConcern to monitor well-being Develop Breakfast Club provision to provide a 'family style setting'- +kitchen facilities, First News- quiet area Feedback from placement providers Half termly data analysis (attendance, progress)	Senior leaders Business Manager FSW	Weekly
A/C Pupils feel supported to maintain a positive attitude and engage in learning and maintain stable relationships during the school day and attending school	Meet and greet for pupils with SEMH needs 'How was your day?' Red and Green thoughts before leaving Feelings record cards Nurture school- past pupils attend weekly catch up events/ lunchtime club	Interventions targeting social and emotional learning promote improvements when SEL approaches are embedded into routine educational practices. (EEF) Pupils coming to school not ready to learn from home due SEMH needs/ family circumstances. Pupils can be disruptive in class and lack motivation to learn	Nurture Room evaluation reports Pupils meet with a member of staff at regular interval during the school day to talk about their day and agree strategies to manage/ to be reassured and praised	FSW Nurture Team Inclusion Lead	Ongoing depending on need

<p>C-Through early intervention, the Learning Mentor/FSW provides support and space to discuss children's emotional health and wellbeing for pupils/families.</p>	<p>Protective Behaviours/ Play Therapy/ Drawing and Talking/Lego Therapy/ Pet Therapy/Mindfulness 2 x days per week to build relationships with pupils/families. To provide/locate support. To liaise with relevant services. To support staff.</p>	<p>To build relationships with pupils/families to increase productive learning time and resilience. Link this work with Jigsaw and Nurture.</p>	<p>Through early intervention, the staff aims to provide support and space for talking and listening to children's emotional health and wellbeing pupils/families.</p>	<p>FSW/ LM to build relationships with pupils/families. To provide/locate support. To liaise with relevant services.</p>	<p>To build relationships with pupils/families.</p>
<p>F- Pupils to access a range of social/cultural/sporting experiences, visits and activities e.g. places of worship, visits to parks, farms etc.</p>	<p>Plan out of school trips to a variety of venues e.g. museums, places of worship, parks etc. Ambition Charter set up for experiences along Primary school learning journey</p>	<p>Interventions which target children socially and emotionally improve attainment by improving self- esteem and confidence which benefit disadvantaged and low attaining pupils adding as much as 4 months' progress. Pupils have limited or no experience of country life / farms as well as cultural experiences of visiting theatres and live music performance. For pupils to access a range of social/cultural/sporting experiences,</p>	<p>More outdoor visits (to experience countryside / nature) More cultural experiences to embrace British Culture (theatre trips/ musical concerts/ museums Scheduled events to ensure coverage</p>	<p>Deputy head Head teacher</p>	<p>Yearly</p>
<p>F-Pupils have opportunity to develop skills and interests</p>	<p>In school/ After school clubs; academic, artistic, musical Opportunities for trips/ adventure residential/outreach events/arts events/sports activities- swimming Paying for music tuition for children who would otherwise be unable to take part.</p>	<ul style="list-style-type: none"> • Pupils experience broad range of activities. This impacts positively on well-being developing self-confidence/ self-esteem as well team work • Paying for music tuition for those children who had an interest but would horizons will be broadened and they will learn more about culture and music 	<p>Monitor/track children's attitudes towards their future achievements and employment. Ensure each child takes up all of the opportunities offered to them and that a variety of opportunities is offered to each child in areas they wouldn't normally access. Widen the variety of activities offered in and after school e.g. music, sports,</p>	<p>Deputy head Sport lead HT</p>	<p>Termly / annually</p>

<p>F- Minibus Transport to improve access to wider learning opportunities and events</p>	<p>Mini-bus- ensure we have tried staff to take it out. Research for a volunteer driver.</p>	<p>Giving access to positive role models informs and encourages reaching for a goal. Widening participation involves collaborative learning experiences with a high level of challenge which consistently show positive benefits on academic learning with approximately 4 months' additional progress. It will improve all children's confidence, self- esteem. The wider curriculum will be enhanced.</p>	<p>The children's increased self-esteem will be witnessed during observations of extra- curricular activities</p>	<p>Head teacher Bursar</p>	
<p>F-Parents and carers support learning at home and are in regular communication with the school regarding educational next steps.</p>	<p>Playground Meet and Greet Class DOJO Continue to develop parent workshops. Open evenings/ open classrooms MOT parents will receive a short report every parent consultation with clear targets and ways to support learning tailored to their individual child. Class celebration assemblies. Structured conversations will be continued to engage parent and ensure support from home. Parents will recognise the importance of home learning and will support at home.</p>	<p>Home Learning will be completed on time to a good standard. As a result, progress and attainment of PPG children will increase. There will be a rise in the number of parents attending open evenings. Parents will support learning at home thorough structured conversation meetings and targets are met. Home Learning support at lunchtimes FSW/ DH</p>	<p>Parent survey will show an increased enthusiasm for home learning. Teachers monitoring of homework will show an increased number of children undertaking tasks at home. Attendance at open evening will increase. Parents are engaged with and attend parent's evenings/ structured conversations. Provision maps will ensure that appropriate intervention and provisions are in place.</p>		
Total budgeted cost					£24,316

iv. Review of expenditure				
Previous Academic Year 2018-2019				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve communication and language skills for all pupils, ensuring more able pupils attainment is exceeding	Additional phonics training programme and input from the English Hub with targeted support for those that failed Phonics screening in Year 1 Closely liaise with Speech and Language therapist for strategies to support in class. S&L training Reception children will receive a WELLCOMM assessment. Lunch club to support identified children with communication skills. Phonic booster groups in R Year 1, 2. WELLCOMM training	Narrowing the gap between non PP and PP children Consistent approach is providing a solid basis for children in KS1 for Reading and spelling	This approach to teaching phonics and reading has had a positive impact on pupil's phonic and reading ability. There has been an adjustment to the provision with additional targeted teaching of specific strategies and this will continue next year. Phonics outcomes are in line with National Expectations. Focus is to then convert children in EXS reader Continue to provide relevant training and support S and L therapy continues to be an important role for the school to ensure all children are prepared for KS1	£23,008
FT Learning Mentor to enhance the wellbeing of children throughout school using specific programmes and interventions	Drawing and Talking Play Therapies Protective Behaviours, Mindfulness Relaxation To include external	All identified vulnerable children receiving effective support	This has a wider impact on the rest of the children and families and will be continued. Additional capacity for this role has been examined and some tasks have been reallocated to aid this going forward. Restorative justice programme for next year at a cost of £150 Additional resources as required £200	£17,743

<p>DHT (2 days per week) to raise academic standards in line with national expectations and to ensure funding is spent on correct support] Deputy Head teacher to monitor and evaluate all Pupil Premium funding.</p>	<p>Additional teaching capacity to ensure standards are raised in school Training to support PP in school The gap between Pupil Premium and Non-Pupil Premium children are in line with non-PP. Impact of the additional support in Y6</p>	<p>Academic standards reach at least 65% in all year groups Monitoring the Pupil premium spending across the year. Measuring the impact of funding. Managing HLTA's and MOT Challenge to ensure pupils are receiving benefits from the funding.</p>	<p>Results demonstrate an upward trajectory and therefore this approach will continue with targeted support for KS2 in particular UKS2 Data collections and Exam results (RAISE Online) Pupil voice Attendance figures Behavioural reports</p>	<p>£25,680</p>
<p>Additional teaching/support capacity to accelerate the attainment of pupil premium children</p>	<p>Additional teacher to split class to increase positive attitudes to learning To include external support agencies</p>	<p>Raised attainment and engagement in vulnerable year groups</p>	<p>This has a positive impact and but will not be continued due to lack of funding. However, additional support will be provided for this year group by utilising other resources in school.</p>	<p>£9,297</p>
<p>Increase participation in activities with a particular focus on sport and The Arts and music for talented individuals</p>	<p>Provide additional activities for extracurricular interests. Provide opportunities for children to try different activities and support them to continue if they show a particular aptitude or passion</p>	<p>80% of children across school participate in extracurricular activities</p>	<p>We feel this has a positive impact in school and Pupil Voice has also echoed our thoughts. Children really value their extra- curricular activities Developed further to provide targeted facilities tailored to specific children with particular talents or aptitudes.</p>	<p>£8,907</p>

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Families in need have consistent support Free school meals Breakfast Cub Family FUNS	FT Family Support worker to continue to provide effective and consistent support to families in need	Needs of families across school met through regular contact and intervention/support plans	Really important in our school setting; also to have a wider remit of monitoring attendance. We will also run an Eco Club to support healthy lifestyles.	£36,009
Raising Attendance of PPG children in line with rest of school and above 96%	FSW and SLT Celebration of 100% attendance Attendance cup Meet and greet Breakfast Club Working with vulnerable families	This has been working as well as building positive relationships with parents. Attendance has been increasing for PPG each year and reached 95.18% (from 94.31% 2016). We still need it to be above 96% so children are not missing out.	Next year we want to focus on both attendance and punctuality of specific identified families. Generally, pupils that come to school on their own are punctual.	£3,692
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Mini bus	Staff trained to use the minibus	Provides access for children to have many positive experiences outside of school. Access to a greater number of sporting events, museum trips, cultural events	Sponsored again this year and so has led to a carry forward. Pupils have attended some many more sporting events (80% of KS2 attended a sporting competition/event) they have gone on trips, visited the library, attended prayer space gone to the forest etc. We will review school trips again next year and reflect on the whole school trips.	£4,807

v. Additional detail

In this section, you can annex or refer to **additional** information, which you have used to inform the statement above.

Sports premium impact report
ASP Online
Pupil Premium Self- Evaluation Form