

Pupil premium strategy statement:

1. Summary information					
School	English Martyrs Catholic Primary School				
Academic Year	2018/19	Total PP budget	£37,560 2018/19 Plus £1200 CLA	Date of most recent PP Review	January 2019
Total number of pupils	186	Number of pupils eligible for PP	23 (12%)	Date for next internal review of this strategy	March 2019

2. Current attainment			
Attainment for: 2017/18	<i>Pupils eligible for PP without co-existing SEN (Eng Martyrs)</i>	<i>Pupils eligible for PP overall (Eng Martyrs)</i>	<i>Pupils not eligible for PPG (Eng Martyrs)</i>
Early Years (5 pupils)			
% achieving GLD	100%	80%	68%
Key Stage 1 (5 pupils)			
% achieving expected standard or above in reading, writing and maths	66%	60%	49%
% achieving expected standard or above in reading	66%	60%	58%
% achieving expected standard or above in writing	66%	60%	66%
% achieving expected standard or above in maths	66%	60%	58%
Key Stage 2 (19 pupils)			
% achieving expected standard or above in reading, writing and maths	50%	26%	54%
% achieving expected standard or above in reading	67%	47%	76%
% achieving expected standard or above in writing	67%	42%	68%
% achieving expected standard or above in maths	42%	32%	64%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A. (i) Poor attitude to learning, lack of aspiration and concern about (ii) achievement.

B. Inequality of opportunity, for example to attend residential trips and out of school clubs.

C. Poor vocabulary, which impacts on pupil's understanding of language, therefore impeding progress for disadvantaged pupils.

D. Co-existing Special Educational Needs

E. Despite QFT, some pupils are not making progress in literacy and /or numeracy in line with age related expectations or their peers.

External barriers *(issues which also require action outside school, such as low attendance rates)*

F. Circumstances in the home affect parents' ability to support their child's academic & social development and impact upon pupil's emotional well-being and behaviour in school. This is a barrier to progress.

G. Attendance and frequent lateness. Children need to be in school to learn.

H. Inequality of opportunity, for example to attend residential trips and out of school clubs.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A (i)	<p>To raise pupils attitude to learning. Children will engage and enjoy their learning. Staff will be secure in teaching pupils how to learn: metacognition. Children will know how to learn and the importance of this.</p>	<p>Whole school approach to develop positive learning behaviours: Building Learning Power to be introduced to all teaching and support staff. Staff to develop the BLP for pupils in their class to develop metacognition. Pupils will know they have a role to play in their learning, be more resilient and be prepared to take risks. Staff will be involved in the writing, trial and implementation of new school rules and Behaviour Policy. AHT attendance on course to develop positive learning behaviours. Individual children with poor attitude to learning, will be targeted to develop a good image of themselves as a learner (Boxall profiling and Pupil Passports) and as appropriate work with the reading and/or learning mentor. Parents will be involved in their children's learning through meetings with class teachers, learning mentor, SENCO and senior leadership team. The school curriculum will offer choice where possible and incorporate pupil's interests.</p>

<p>A (ii)</p>	<p>To ensure pupils in receipt of PP are aware of the options available to them To raise the aspirations for pupils, both short term and long term. Children will engage and enjoy their learning.</p>	<p>All pupils in receipt of PP will be interviewed about their interests and aspirations. Pupil's interests will be encouraged through enabling pupils to attend clubs, music lessons or sports of interest to them. Invite visitors/ parents into school to share information about their educational journey (college/ university) and jobs.</p>
<p>B.</p>	<p>Pupils in receipt of PP have equal opportunity to attend school trips, residential and out of school clubs (sport and music). Pupils attend activities, to include residential trips, after school activities and activities and clubs during the holidays.</p>	<p>Pupils in receipt of PP are able to uptake opportunities available to their peers, in the form of clubs, trips and residential. PP children will have accessed extra-curricular opportunities, including clubs after school, and activities through the holidays. Pupil's confidence raised through doing well at non-school activities to support emotional well-being (links to point F).</p>
<p>C.</p>	<p>To address the gap in vocabulary that pupils from disadvantaged backgrounds may have. To ensure that pupils from disadvantaged backgrounds have any gaps in their vocabulary addressed upon entry to the school. Children with EAL will be supported by class teachers and through school support such as EMTAS.</p>	<p>All pupils upon entry to Early Years will be assessed using a speech and language screener. Intervention will be in place for pupils as required to diminish the difficulty in accessing language at the earliest opportunity. Speech and language pre-teaching groups will be in place in all classes. Key vocabulary to be shared with parents, on topic webs and on planning as appropriate. CPD to teach language acquisition and vocabulary activities to all support staff. Parents will be involved in their child's learning through attending information evenings, e.g. how to support vocabulary development and how to teach reading.</p>
<p>D.</p>	<p>To address the link between PP and co-existing Special Educational Needs.</p>	<p>Investment in new assessment materials and screeners, eg for Dyslexia Screener and reading YARC. CPD for staff to address difficulties in individual pupil's learning in Pupil Progress meetings at 3 points in the year. Learning and reading mentor deployed to support emotional difficulties which impact on pupil wellbeing and to raise pupil attainment. Evidence based targeted interventions deployed to raise attainment gaps in literacy and numeracy in place. Staff demonstrate an awareness of educational barriers to learning for children with SEN and PP in pupil progress meetings. Intervention support for SEN & PP children is carefully matched to need and generates positive impact on attainment and progress.</p>

E.	Pupils will make progress in literacy and numeracy in line with age related expectations or their peers.	Pupil progress meetings will highlight pupils who are not making the expected progress. Pupils will be targeted through QFT and in-class intervention. For some pupils more specialist intervention may be required, First Class at Writing: Pirate Writing or Success at Arithmetic. Pirate Writing Crew to be deployed by a TA trained in this. TA to be trained in Success at Arithmetic so that this can be used to target specific children. Learning and reading mentor will be deployed to close gaps through targeted and specific intervention.
F.	Pupils who have difficulty managing their emotions and/or behaviour are supported by staff in school. Reduce social, emotional and behavioural barriers to progress for PP pupils and all children across the school.	Behaviour policy is further embedded in the ethos of the school. Further CPD to embed the understanding that behaviour is a communication of need. Pupils with emotional difficulties are supported in school. SENCO, learning mentor, play therapist and all staff support pupils with emotional and behavioural difficulties, so that pupils are emotionally able to learn (anxieties alleviated as best as possible, behaviour expectations/ sanctions in place).
G.	To raise attendance and punctuality of Pupil Premium pupils so that it is in line with non- PP pupils.	Regular meetings to review punctuality and attendance of all pupils so that early intervention can address issues promptly. Attendance for all PP children to be at least in line with national attendance of 96%. PP children will be punctual to school/lessons to maximise learning time.

Planned Expenditure for 2018 -2019

5.1 Quality of Teaching for All	
<i>Desired outcome</i>	A. To raise pupils attitude to learning. Children will enjoy their learning.
<i>Chosen action or approach</i>	Whole school approach to develop positive learning behaviours: Building Learning Power to be introduced to all teaching and support staff. Staff to develop the BLP for pupils in their class to develop metacognition. Pupils will know they have a role to play in their learning, be more resilient and be prepared to take risks. Staff will be involved in the writing, trial and implementation of new school rules and Behaviour Policy. AHT attendance on course to develop positive learning behaviours. Individual children with poor attitude to learning, will be targeted to develop a good image of themselves as a learner (Boxall profiling and Pupil Passports) and as appropriate work with the reading and/or learning mentor. Parents will be involved in their children’s learning through meetings with class teachers, learning mentor, SENCO and senior leadership team. The school curriculum will offer choice were possible and incorporate pupil’s interest.
<i>Cost</i>	Purchase of the Building Learning Power programme £2,160

	Cost of TAs to attend INSET 3 rd September 2018 £432.48
How and when school will review	Pupil attitude to learning reported by staff at end of academic year 2018/2019. Pupil progress meetings, pupil voice, learning walks, books. Staff meeting and governor minutes.
<i>Estimated impact</i>	Pupils will know the importance of learning and will be excited about learning. Pupils will demonstrate positive learning behaviours: poor behaviour will not be tolerated.
<i>Lessons learned</i>	

<i>Desired outcome</i>	Aii To ensure pupils in receipt of PP are aware of the options available to them To raise the aspirations for pupils, both short term and long term. Children will engage and enjoy their learning.
<i>Chosen action or approach</i>	All pupils in receipt of PP will be interviewed about their interests and aspirations. Pupil's interests will be encouraged through enabling pupils to attend clubs, music lessons or sports of interest to them. Invite visitors/ parents into school to share information about their educational journey (college/ university) and jobs.
<i>Cost</i>	Salaries Sports coach 1 hour p/w £8.82
How and when school will review	Interviews to gather information about interests – Autumn term, to inform planning of extra-curricular activities to meet pupils interests. Pupils will have aspirations for their future: short and long term goals interview/ survey of children.
<i>Estimated impact</i>	Pupils in receipt of PP will know that there are options available in life: their education and work and they want to succeed. Children will have ambition and be excited about their future.
<i>Lessons learned</i>	

<i>Desired outcome</i>	B. Pupils in receipt of PP have equal opportunity to attend school trips, residential and out of school clubs (sport and music). Pupils attend activities, to include residential trips, after school activities and activities and clubs during the holidays.
<i>Chosen action or approach</i>	Pupils in receipt of PP are able to uptake opportunities available to their peers, in the form of clubs, trips and residential. PP children will have accessed extra-curricular opportunities, including clubs after school, and activities through the holidays. Pupil's confidence raised through doing well at non-school activities to support emotional well-being (links to point F). Encourage staff to offer clubs that pupils may be interested in attending, eg art, sports and cookery.

<i>Cost</i>	Cost of children to attend residential for PP children April – March 19 based on previous year £1440.20 Extra curricular clubs £2207.90 Childcare Club = £548.60
How and when school will review	End of academic year data on the number of children accessing visits and trips. Pupil and Parent voice where appropriate to capture importance of these.
<i>Estimated impact</i>	Pupils will feel that they have the same opportunities as their peers and will not feel singled out for financial reasons. Pupils recognise their strengths Pupils are able to access extra-curricular activities that mean pupils have good self-esteem.
<i>Lessons learned</i>	

<i>Desired outcome</i>	C. To address the gap in vocabulary that pupils from disadvantaged backgrounds may have. To ensure that pupils from disadvantaged backgrounds have any gaps in their vocabulary addressed upon entry to the school. Children with EAL will be supported by class teachers and through school support such as EMTAS.
<i>Chosen action or approach</i>	Studies show that PP children do not have the same exposure to vocabulary and language. All pupils upon entry to Early Years will be assessed using a speech and language screener. Intervention will be in place for pupils as required to diminish the difficulty in accessing language at the earliest opportunity. Speech and language pre-teaching groups will be in place in all classes. Key vocabulary to be shared with parents, on topic webs and on planning as appropriate. CPD to teach language acquisition and vocabulary activities to all support staff. Parents will be involved in their child’s learning through attending information evenings, e.g. how to support vocabulary development and how to teach reading. Pupils with EAL will receive support from the EMTAS.
<i>Cost</i>	Speech and Language book £40.00 TA (ADLS) to screen pupils in EY £108.12 CPD for TAs by EB – 2 x ½ hour £133.21 TAS x 4 to attend training by Speech and Language Team £108.12
How and when school will review	Monitoring of progress for vulnerable groups, (EAL, PP, SEN) across the school. Pupil progress meetings, ongoing in-class monitoring to inform pupils for whom language is a barrier to learning. Review of the staff speech and language vocabulary training and its impact obtained through staff and pupil voice.
<i>Estimated impact</i>	Pupils with gaps in their language will receive early intervention in EY. Gaps in speech and language will be addressed early reducing impact on learning.

<i>Lessons learned</i>	
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5.2 Targeted support

<i>Desired outcome</i>	D. To address the link between PP and co-existing Special Educational Needs.
<i>Chosen action or approach</i>	Investment in new assessment materials and screeners, eg for Dyslexia, Dyscalculia and reading YARC. CPD for staff to address difficulties in individual pupil's learning in Pupil Progress meetings at 3 points in the year. Learning and reading mentor deployed to support emotional difficulties which impact on pupil wellbeing and to raise pupil attainment. One to one tuition and small group tuition, led by qualified teachers, eg maths, literacy and phonics. Evidence based targeted interventions deployed to raise attainment gaps in literacy and numeracy in place September 2018. Staff demonstrate an awareness of educational barriers to learning for children with SEN and PP in pupil progress meetings. Intervention support for SEN & PP children is carefully matched to need and generates positive impact on attainment and progress.
<i>Cost</i>	YARC Assessment tool £274.95 Dyslexia screener £419.00 PH, MN and 10% of EB salaries £22757.80 (EB10% 4239.80 or with 5% £2119.5 EB £20637.50 (Cost of salaries also used to support and address A, B,E, F)
How and when school will review	Information from Pupil progress meetings and results from screeners used to identify pupils with specific needs on an ongoing basis. Interventions reviewed with the relevant staff termly. Targeted interventions put in place termly to meet the needs of pupils across the school. Pupil and parent voice as appropriate. Pupil progress meetings and data monitoring.
<i>Estimated impact</i>	Pupils will make progress in-line with that of their peers. Assessment tools will be used to measure impact of interventions. Intervention and interventions
<i>Lessons learned</i>	

<i>Desired outcome</i>	E. Pupils in receipt of PP will make progress in literacy and numeracy in line with age related expectations or their peers.
<i>Chosen action or approach</i>	Pupil progress meetings will highlight pupils who are not making the expected progress. Pupils will be targeted through QFT and in-class intervention. For some pupils more specialist intervention may be required, First Class at Writing: Pirate Writing or Success at Arithmetic. Pirate Writing Crew to be deployed by a TA trained in this. TA to be trained in Success at Arithmetic so that this can be used to target specific children. Learning and reading mentor will be deployed to close gaps through targeted and specific intervention.

	Staff will develop Building Learning Power in pupils Staff CPD as appropriate through the year to further build on Maximising the Use of Teaching Assistants in the classroom.
<i>Cost</i>	TA 5x 1 hour £45.05 TA 2.5 days £129.83 3 x 40 minute sessions per week for 10 weeks £180.20 Training costs for Success @Arithmetic £850 SENCO time phonics group 15 mins x 5 days for half a term – 7 weeks £219.54
How and when school will review	Progress and attainment data, pupil progress meetings. Where relevant Pupil passports.
<i>Estimated impact</i>	Pupils will make progress in literacy and numeracy in line with age related expectations and their peers. Intervention and/or targeted support will have identified particular areas of difficulty and these been addressed.
<i>Lessons learned</i>	

<i>Desired outcome</i>	F Reduce social, emotional and behavioural barriers to progress for PP pupils and all children across the school.
<i>Chosen action or approach</i>	Some of our children with social, emotional and behavioural barriers to making progress find the more unstructured times of the day, namely playtimes and lunchtimes, particularly problematic. A difficult playtime then impacts upon their ability to fully engage in their classroom learning. We have therefore chosen to invest in additional playground support, including new play equipment, lunchtime clubs and sports coaching. Behaviour policy is further embedded in the ethos of the school. Further CPD to embed the understanding that behaviour is a communication of need to staff. Pupils with emotional difficulties are supported in school. SENCO, learning mentor, play therapist and all staff support pupils with emotional and behavioural difficulties, so that pupils are emotionally able to learn (anxieties alleviated as best as possible, behaviour expectations/ sanctions in place). Sports coach to offer a range of activities at lunchtime and after school for pupils, to raise self-esteem and closely monitor groups.
<i>Cost</i>	Learning mentor MN lunchtimes £36.04 per week Sports coach activities at lunchtime (Sports Funded) SENCO undertaking assessment and planning for suitable interventions and referring to outside agencies for school support. Play Therapy x 4 hours p/w £5241.60
How and when school will review	Children engaged in learning in class. Regular attendance at school. Improved self-esteem and ability to regulate behaviours. Pupil and parent voice as appropriate. Behaviour monitoring records. Progress against pupil passports.
<i>Estimated impact</i>	Pupils will be better equipped emotionally so that they are able to learn. Incidences of learning being disrupted by individuals or following incidences which occur at playtime will be reduced. All pupils will feel safe and happy at school.

<i>Lessons learned</i>	
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5.3 Other Approaches

<i>Desired outcomes</i>	E To raise attendance and punctuality of Pupil Premium pupils so that it is in line with non- PP pupils.
<i>Chosen action or approach</i>	Regular meetings to review punctuality and attendance of all pupils so that early intervention can address issues promptly. Attendance for all PP children to be at least in line with national attendance of 96%. PP children will be punctual to school/lessons to maximise learning time. Senior Leaders will meet with parents of children who are regularly late to offer support and/ or address issues as appropriate.
<i>Cost</i>	12 x 30 minute meetings SLT and office £207.54
How and when school will review	Attendance data for PP children; regular monitoring of attendance
<i>Estimated impact</i>	Attendance and punctuality for majority of PP pupils is above the national and school's expectation of 96%. Early intervention to support pupils to maximise learning time at the start of the day
<i>Lessons learned</i>	

6. Review Expenditure for last academic year: 2017 – 2018

A

<i>Desired outcome</i>	Identify and reduce social, emotional and behavioural barriers to progress for PP pupils and all children across the school.
<i>Chosen action or approach</i>	All classes to have staff who can capably identify and assess both social and emotional barriers to learning. Staff will receive CPD training to be able to deliver Quality First Teaching and be given strategies to reduce barriers to learning. Action plans in place to support emotional and behavioural needs as required (Support plans, Boxall profiling action plans, Play Therapy, nurture programmes etc.) Pupils will have made progress in terms of social and emotional development for individuals, groups and cohorts. Planning and teaching matches the requirements of all pupils learning needs.

	<p>Where a more specialist intervention is required a Play Therapist works in school with a select few children.</p> <p>Intervention from learning mentor to support emotional well-being, eg nurture programmes (resilience, anxiety, anger).</p> <p>Parent information about how to support their children.</p>
<i>Cost</i>	<p>Your Space Play Therapy - £4,368.00</p> <p>Staff salaries £12,239.87 (10 %AHT, 100% Learning mentor and targeted intervention support eg nurture groups, Resilience etc.)</p>
How and when school will review	<p>Pupils with barriers to learning making progress in line with their peers. Pupil progress meetings. Behaviour records. Reporting of the impact of interventions.</p>
<i>Estimated Impact</i>	<p>Staff are better able to identify the emotional needs of children in their class. Staff are better aware and understanding of the fact that not all children have the same starting points.</p> <p>All staff know the role they play in supporting pupils with social, emotional and behavioural needs.</p> <p>New pupil passports incorporate strategies from the Boxall profile to target areas of development, giving actions for the child, parents and staff.</p> <p>Interventions will result in children being able to manage their emotions, so that they can remain in class, resulting in increased learning time.</p>
<i>Actual Impact</i>	<p>Staff better understand the impact of social, emotional and behavioural barriers to learning for children.</p> <p>Children at risk of exclusion have been supported through targeted support: Boxall intervention, whole school discussions about supporting individual children with consistent approaches, nurture programmes and interventions such as anger or anxiety management. These children were at high risk of exclusion and have been supported to remain in school during peak times of difficulty.</p> <p>Having everybody working towards the same outcomes is more beneficial and the new Pupil Passports enable this to happen more effectively.</p> <p>Pupils through targeted intervention have been supported to manage their emotions, such as anxiety and are attending school regularly and happily.</p> <p>Parents acknowledge the emotional support that is provided by the school "The school has been amazing supporting myself and the children... both their educational and wellbeing needs".</p> <p>Play Therapy continues to benefit a number of children in the school. The play therapist works to meet the needs of children with more complex needs, supporting both the families and school to do this well.</p> <p>Parent resilience training given to parents to address areas of parental concern/interest</p> <p>Disruption to learning has been reduced.</p> <p>One pupil with significant behavioural difficulty has made a marked improvement in their behaviour meaning that significant progress has been made, for example reading.</p>
<i>Lessons learned</i>	<p>Play Therapy is a specialist service that compliments the work in school to meet the needs of children with more complex emotional needs. This specialist support will continue for next year.</p> <p>Self-esteem is important for children's learning and the Boxall Profile is a helpful tool for school to identify then address individual needs. This will continue in school and be used to inform Pupil Passports. The learning mentor and / or reading mentor to continue to work with individuals and groups to provide interventions and support for children with emotional difficulties, eg anger management.</p>

Desired Outcome	Improve literacy and numeracy teaching across all year groups. Improve Quality First Teaching (QFT) for all pupils in all year groups.
<i>Chosen action or approach</i>	<p>Staff CPD activities (INSET, staff meetings and Performance management activities) are effective in raising standards in teaching and learning of literacy and maths.</p> <p>Part-time reading mentor (0.5) to engage and enthuse children in reading, hear them read, ensure library is engaging and stock meets children's interests etc.</p> <p>Staff continue to develop the use of manipulatives in the teaching of maths across the school, including KS2.</p> <p>Literacy focus for staff meetings and individual work with external advisors.</p> <p>TA undertaking Pirate Writing Crew training and delivering programme</p> <p>Standardisation and moderation activities to take place to develop all staff awareness of children's learning journey, in the year groups below and above the year group they are teaching (where possible).</p> <p>MITA training refresher training for both teaching and support staff.</p> <p>Refresher training about speech and language and dyslexia friendly approaches to learning.</p>
<i>Cost</i>	£9,374
How and when school will review	Pupil progress meetings, progress and attainment data. Impact of interventions using baseline assessments to measure progress.
<i>Estimated Impact</i>	<p>Teachers will deliver QFT every day and in every lesson.</p> <p>Raised attainment levels for children in receipt of PP, so that PP pupils will make progress more in line with that of their peers – diminishing the difference.</p> <p>Both internal and external assessments will show an increase in attainment and progress in reading, writing and maths.</p>
<i>Actual Impact</i>	<p>Quality of teaching has been significantly raised through CPD and whole-school work on developing teaching, eg through English and maths INSET. In their learning pupils are improving in both their progress and in their attainment. The introduction of new systems for data collection and recording systems has made data comparison difficult. The standards of teaching and learning has been raised and is impacting on children's learning, as seen in formal observations, walk around the classes and Blinks.</p> <p>Staff around the school are talking about learning, e.g. staff give children reminders about their learning, 'You need to be back in class for learning'.</p> <p>5 x Pupils have had First Class @ Writing: Pirate Writing Crew which has raised their attainment in writing.</p> <p>Pupils are making progress as seen in Pupil Progress meetings and internal test scores. It is too soon to evidence this in external data.</p> <p>Books show progress for all pupils.</p> <p>All staff have been trained on MITA: Maximising the Impact of Teaching Assistants and support staff are being utilised better to support learning in class as seen in lesson observations.</p>
<i>Lessons learned</i>	<p>QFT continues to be a focus for us as a school.</p> <p>MITA training to support quality support staff interactions with children around their learning will continue to be important.</p>

	The deployment and use of support staff in lessons has supported pupils to make progress in their learning and allowing them to be more independent. However, some children are still not demonstrating resilience in their leaning, for example fearing making mistakes. Next year we need to develop a wider range of learning behaviours for our pupils.
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C

<i>Desired Outcome</i>	Pupils are able to attend activities, to include residential trips, before and after school activities and activities and extra-curricular clubs during the holidays.
<i>Chosen action or approach</i>	To enable pupils in receipt of PP to access the same opportunities as their peers, these pupils will have school trips, opportunities such as swimming in years 3, 4 and 5 and residential trips in Years 5 and 6 paid for. If parents are in a position where are able to pay they are invited to do so. School will also cover the costs towards out of school learning opportunities or workshops as required, such as cookery club and opportunities in the school holidays, such as Youth university.
<i>Cost</i>	Extra-Curricular Clubs - £1,640.50 Childcare Club - £446.40 Trips, Residential trips and Swimming - £2,954.60
How and when school will review	Parent and pupil voice, eg questionnaire and interviews
<i>Estimated impact</i>	This support for families has enabled children to be more independent, to engage in team building with their peers, and to maximise the opportunities that are available to them. Pupils were able to successfully participate in activities that they may not have been able to without the funding for these. Children are able to try different activities, such as guitar, cookery or football, which are important for building a holistic approach to learning and opportunity to develop a wider range of competences, e.g. life-skills, in cookery club. Pupils in receipt of PP were able attend residential activities. Pupils are able to pursue a range of activities of their choice. Pupils attending the residential have gained amazing experiences, developed their independence and learnt about challenging themselves, resulting in a raised self-esteem.
<i>Actual Impact</i>	Pupils, including those from disadvantaged backgrounds, are not excluded from taking part in activities. It is important that all pupils feel included and feel part of the class, including those from disadvantaged backgrounds. When talking about access to extra-curricular activities/clubs, one parent said: "They could not afford to go otherwise". Children have an improved view of themselves and what they can do, resulting in raised self-esteem. "The school has supported my children in extra-curricular activities... it has helped my children use teamwork and friendship." Pupils have an improved view of themselves and what they can do. Children attending the residential week gained a great deal from attending these as they may not get the opportunities that are open to other children, for example staying away from home and family. One child had to be independent with their own self- care, which had been previously undertaken by the parent, this was the spring board for the child having to continue these skills by themselves.

	Pupils being able to participate in activities is important to their emotional well-being.
<i>Lessons learned</i>	Support for families where there are financial difficulties has been effective and will be continued so that children in receipt of PP have extended opportunities and continue to feel part of our school community. Pupils will continue to be supported with funding so that they can access opportunities open to other children.

D

<i>Desired outcome</i>	Attendance and punctuality of Pupil Premium pupils will be in line with non- PP pupils.
<i>Chosen action or approach</i>	Regular meetings to review punctuality and attendance of all pupils so that early intervention can address issues. Early measures to be in place to address pupils who are frequently late to include a letter stating the amount of learning time missed and where an issue continues a meeting arranged with the parents, to establish cause and whether school can support the family. Where lateness continues to be persistent the parent will be invited into school to meet with the Headteacher.
<i>Cost</i>	£392 Member of office staff and AHT Attendance meetings 16 x 45 minutes
How and when school will review	Ongoing regular monitoring by office and AHT. Termly – heads report to governors.
<i>Estimated Impact</i>	Children will have good attendance. Attendance for children in receipt of PP will be in-line with non-PP pupils.
<i>Actual Impact</i>	PP children have good attendance at school. There is no significant difference between PP and non-PP pupil attendance (96.74 PP and 97.00 non-PP) Regular (3 weekly) meetings about punctuality and attendance has meant that we are able to tackle any issues swiftly.
<i>Lessons learned</i>	Close monitoring helps the school address the attendance and punctuality of pupils. This will continue to be monitored closely, although monitoring meetings will be reduced to twice a term rather than every 3 weeks.

E

<i>Desired outcome</i>	Greater awareness amongst staff of how pupils who are PP and also on the SEN register (31%) can have their needs met through high quality interventions and daily Quality First Teaching.
<i>Chosen action or approach</i>	Teachers will be aware of the children in their class who form part of the different vulnerable groups: PP, SEN and EAL. Staff will know the educational barriers to learning for pupils in these groups and will understand how to support these needs. SEN and PP children in pupil progress meetings. Support staff will receive training on the Pupil Premium: why schools receive this funding, how it should be spent. Intervention support for SEN & PP children is carefully matched to need and generates positive impact on attainment and progress. Through triangulation of evidence, Quality First Teaching is evident in all aspects of monitoring of the Teaching and Learning policy. Planning identifies vulnerable groups or children with the appropriate support/ challenge in place for these children.

	TA CPD training on PP and their role in raising attainment for these pupils.
<i>Cost</i>	£0 (from existing resources within staff CPD in school directed time and TA meetings)
How and when school will review	Staff meetings and pupil progress meetings. Survey awareness of pupils who are in receipt of PP funding.
<i>Estimated Impact</i>	Staff know the vulnerable groups in their classes and teachers plan for the needs of these children. Staff will collaborate in meeting the needs of all pupils including PP, EAL and SEN in their class and across the school. Support staff will know the importance of their role in supporting vulnerable groups.
<i>Actual Impact</i>	Staff demonstrate an awareness of educational barriers to learning for their SEN and PP children in pupil progress meetings. Staff plan for all children in the class, including vulnerable groups. All staff know the children who fall into vulnerable groups in their classes and these children are named on planning. Support staff have received pupil premium training and know their role in raising attainment for these pupils. Intervention support for SEN & PP children is carefully matched to need and generates positive impact on attainment and progress. Planning identifies vulnerable groups or children with the appropriate support/ challenge in place for these children, as can be seen in planning documentation. TA CPD training on PP and their role in raising attainment for these pupils. New pupil passports are being used well to support the needs of children in a holistic manner, involving pupils, parents and staff.
<i>Lessons learned</i>	Meetings with the SENCO to discuss pupils with additional needs at a point separate to Pupil Progress meetings where individual learning plans can be reviewed and next steps discussed more fully would be beneficial. Pupils in receipt of PP with co-existing SEN continue to have difficulty meeting age related expectation and making progress in line with their peers and this will continue to be a focus area for the school.

F

<i>Desired outcome</i>	To support the emotional well-being of pupils through the child feeling the same, ie not standing out as being different through having fitting school uniform of a suitable quality.
<i>Chosen action or approach</i>	All parents of children in receipt of PP are given a £25 'voucher' per academic year, which can be spent on school uniform. In parental feedback parents have commented on how helpful this is to them.
<i>Cost</i>	School Uniform – £235.50
How and when school will review	Parental views sought at end of year. Pupils views as appropriate

<i>Estimated Impact</i>	Children will feel part of the school community, with pupils feeling the same as everyone else wearing their school uniform
<i>Actual Impact</i>	<p>It is crucial for children, particularly as they get older to feel that they are like everybody else – that they do not stand out. This is important for children’s self-esteem and supports positive self-regard, a sense of belonging and for some a sense of pride in their appearance.</p> <p>Parents who up-took the offer of school uniform commented how helpful this has been. Children are able to look like everyone else and this supports their emotional well-being.</p>
<i>Lessons learned</i>	<p>Parents will continue to be offered £25 funding towards key items of school uniform.</p> <p>One parent wanted to spend the money on a school navy fleece rather than a uniform red jumper, which we felt would be worn inside and not as an addition to the uniform. We have added guidance that the PP money is for key school items: jumpers, t-shirts- not for optional extras, eg fleeces or tracksuit bottoms.</p>