

Pupil Premium Strategy Statement Kingsway Community Primary School 2019-2020

I. Summary information					
School	Kingsway Community Primary School				
Academic Year	2019-2020	Total PP budget	£64,680	Date of most recent PP Review (External)	July 2019
Total number of pupils	182	Number of pupils eligible for PP	51	Date for next internal review of this strategy	December 2019
PP children have multiple contextual issues, so much of the provision is bespoke to individuals 24% welfare, 14% SEND, 0% CLA/Post CLA, 26% multiple contextual, 2% mobility					

Current attainment 2018/19									
	% of class PPG	% PP achieving GLD at end of EYFS	% PP passing phonic screen at end of Year 1	% PPG pupils making expected or better progress			% whole class making expected or better progress		
				Reading	Writing	Maths	Reading	Writing	Maths
Reception	37%	71%	100%	57%	57%	71%	100%	100%	100%
Year 1	Y1-13%	86%	43%	Y1-43%	Y1-43%	Y1-43%	50%	42%	42%
Year 1/2	Y2-41%	33%	Y2-64%				Y2-75%	Y2-75%	Y2-75%
Year 2		50%		Y2-40%	Y2-47%	Y2-60%			
Year 3	34%	78%	64%	38%	63%	63%	36%	46%	43%
Year 4	33%	13%	100%	63%	63%	63%	65%	69%	73%
Year 5	38%	50%	100%	57%	57%	43%	100%	93%	100%
Year 6	54%	33%	100%	67%	67%	67%	80%	72%	72%

Current attainment 2019/20									
	% of class PPG	% PP achieving GLD at end of EYFS	% PP passing phonic screen at end of Year 1	% PPG pupils making expected or better progress			% whole class making expected or better progress		
				Reading	Writing	Maths	Reading	Writing	Maths
Reception	15%								
Year 1	41%	71%	Y2-43%						
Year 2	17%	86%							
Year 2/3	24%	33%							
Year 3	45%	50%	64%						
Year 4	27%	78%	64%						
Year 5	24%	13%	100%						
Year 6	38%	50%							

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

In-school and external barriers (issues which also require action outside school e.g. low attendance rates)

A.	Language development
B.	English as an Additional Language
C.	Social deprivation
D.	Mobility
F.	Attendance
G.	School readiness
H.	Vulnerability i.e. parental separation, alcohol and drug misuse
I.	Social, emotional and mental health needs including low confidence and self esteem
J.	Poor resilience and fixed growth mind-set
K.	Accessing a curriculum matched to their needs when they are working significantly below age related expectations

3. Desired outcomes

Desired outcomes and how they will be measured	Success criteria
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A/B/G/J	All PP pupils make good progress due to bespoke packages of support to meet individual need. There are effective systems for tracking progress.	Due to early identification, intervention, high quality provision and meticulous tracking, PP pupils achieve at least as well as non PP pupils. Final attainment measures are in-line with non-PP national at the end of each academic year and key attainment points.
A/B/G/K	Children move to the next stage of their education well-rounded and ready for the next steps of their development. (EY to KS1, KS1 to KS2 and KS2 to secondary)	All pupils, including those eligible for PP in KS1 and KS2, make rapid progress so that all pupils meet age related expectations. Attitude and resilience to learning is good. Teachers will give children clear expectations of the amount of work children are expected to complete.
C/F/G/H/I	Increased attendance of PP pupils (school target of 96%)	Monitoring of PP pupils each half term and any attendance issues swiftly addressed. Overall 96% of PP children are in school across the academic year.
A/B/G/I/K	PP pupils to receive improved targeted support run by class TAs	PP pupils to make accelerated progress with evidence demonstrated through tracking and book scrutiny. Intervention files will clearly show the planned provision for these pupils and the frequency of the intervention.
A/G/K	PP pupils have increased opportunities to practice and apply skills of problem solving in Maths across the curriculum.	Measured through monitoring of planning, book trawls and lesson drop-ins. Introduction of Maths Mastery in EY and KS1 and Inspire Maths in KS2. Staff meetings to cover SKEWs and Maths Meetings.
A/G/K	Higher rates of progress in comprehension skills for PP pupils in both KS1 and KS2	Guided reading records show clear progress of pupil's comprehension skills. Comprehension skills being explicitly taught and this is seen in planning sequences of lessons. Monitored half termly

4. Planned expenditure

Academic year

2019-2020

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. Tier 1-Quality of teaching

Objective	Chosen action / approach and implementation	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
<p>To support targeted children to accelerate progress and enable more children to reach age related expectations.</p>	<ul style="list-style-type: none"> ❖ Deploy extra qualified teacher time to ensure targeted children have additional high-quality teaching in small groups, 1:1 and through booster classes. ❖ Monitor the children's work to ensure that the work provided in the intervention groups are challenging and effective for its purpose. ❖ Have discussions with the teachers about the selected children. 	<p>By the end of KSI/2 we have diminished the difference for PP children so that:</p> <ul style="list-style-type: none"> ❖ They reach or are national age-related expectations in Reading, Writing and Maths. ❖ PP children have closed the gap against non-PP children 	<p>Additional adults to specific year groups allows more targeted learning support of all vulnerable groups to help more achieve age related expectations.</p>	<p>Monitoring of vulnerable groups progress and data termly and through PPMs.</p>	<p>Headteacher Deputy Head</p>	

	<ul style="list-style-type: none"> ❖ Provide intervention groups for MA to ensure they make at least expected progress and achieve GD EoKSI and EoKS2 					
<p>To provide support for Maths, Writing, Reading, Phonics, Speech & Language, EAL support, play experiences, social skills and access to PE lessons</p>	<p>Subsidies the employment of support staff to provide targeted interventions across all three Key Stages, especially in target cohorts: Year 2 and 6 and for Phonics in KSI.</p>	<ul style="list-style-type: none"> ❖ End of year data shows a diminishing difference between eligible pupils and other pupils at the school so that by the end of Year 6, Pupil Premium children achieve as well as all pupils nationally. ❖ The difference reduces for other year groups as they progress 	<p>Additional SMART interventions to help PP children bridge the gap and achieve ARE expectations in all year groups.</p>	<p>Intervention monitoring of files and through learning walks and lesson observations.</p>	<p>Headteacher Deputy Head Phase Leads English Leads PE leads</p>	

		through the school.				
To support the phonics outcomes for all children in Y1 and 2 and close the gap between the PP and Non-PP National other	Intervention groups are effective and targeted for KSI phonics.	By the end of KS 1 we have diminished the difference for PP children so that: <ul style="list-style-type: none"> ❖ they reach or are national age-related expectations in phonics, reading, writing and maths 	<ul style="list-style-type: none"> ❖ Children need to be able to read fluently by the end of KSI. ❖ Attainment outcomes need improving and all children leave Y1 as fluent readers raising EOKSI expectations. 	Intervention monitoring of files and through learning walks	Headteacher KSI Phase Lead	
Raise attainment at the end of each key stage in reading, writing and maths both at the expected and higher standards so that figures are closer to national (see whole school targets from EOKS results in 2020).	<ul style="list-style-type: none"> ❖ Increased attendance rates of our PP pupils. ❖ Rapid response to first day absence. ❖ Early intervention of children with SAL which will aid improvements in progress. ❖ Impact of interventions is tracked and 	By the end of KSI/2 we have diminished the difference for PP children so that: <ul style="list-style-type: none"> ❖ they reach or are national age-related expectations in phonics, reading, writing 	<ul style="list-style-type: none"> ❖ It is difficult to improve attainment if pupils do not attend school regularly. ❖ Some PP pupils require additional SAL support to achieve the targets set by the speech and language therapist. These pupils 	<ul style="list-style-type: none"> ❖ Attendance Lead and Head teacher ensure that attendance tracking processes are robust. ❖ Annual ACE audit supports the process. ❖ Organised timetable to ensure that staff delivering provision have sufficient preparation and 	Headteacher Deputy Head Phase Leads	

	<p>analysed to provide most impact on improvement of children's outcomes</p> <ul style="list-style-type: none"> ❖ INSET training and staff meetings to develop whole school approach to reading and writing; taking into account guided reading techniques and modelled/shared writing ❖ Use a text to develop English skills in reading and writing that is linked to the half termly topic ❖ INSET training and staff meetings to develop whole school approach to Maths Mastery and Inspire Maths ❖ Work with 	<p>and maths</p>	<p>may need higher level of consolidation and revisiting due to lack of support from home or due to more complex retention issues.</p>	<p>delivery time.</p> <ul style="list-style-type: none"> ❖ Review of PLPs to ensure that provision is ensuring progress. ❖ SENDCO to monitor pupil progress closely. 		
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	<p>external Maths Mastery advisor to ensure effective implementation of Maths Mastery and agree action points for subsequent terms</p> <ul style="list-style-type: none"> ❖ Establish different approaches to teaching reading/ guided reading. ❖ Establish different approaches to teaching writing. 					
<p>Secure teaching approaches <i>in all classes</i> to develop pupils' long-term memory across the curriculum through high quality CPD linked to teaching pedagogy to promote the 'teach less/ practice more' principles towards clearly defined end points (across the curriculum) each term/year.</p>	<p>Staff meeting to support all staff in delivery of high quality differentiated quality first teaching</p>	<ul style="list-style-type: none"> ❖ Children's long term memory has increased enabling them to recall taught facts with ease and confidence. ❖ Children able to apply 	<p>Children need to be able to recall previous learning in all areas of the curriculum, developing a mastery approach.</p>	<p>Learning walks Book scrutiny Pupil voice Drop-ins</p>	<p>Curriculum Leads</p>	

		taught knowledge to current learning.				
All practices relating to the on-going use of clear and direct feedback from all teacher/ TAs is routinely addressing misconceptions and moving learning forward, securing good & better progress over time for all pupils.	Vulnerable learners receive verbal feedback in every lesson from teachers and TA's to address misconceptions and move learning forward rapidly.	By the end of KS 1 we have diminished the difference for PP children so that: <ul style="list-style-type: none"> ❖ they reach or are national age-related expectations in phonics, reading, writing and maths 	Some PP pupils require additional support to achieve ambitious set targets. These pupils may need higher level of consolidation and revisiting due to lack of support from home or due to more complex retention issues.	Monitoring of vulnerable groups progress and data termly and through PPMs. Learning walks Book scrutiny Drop-ins	Sharon Martyn	
To offer increased learning time and additional provision for targeted pupils to have opportunities for consolidation and application of a range of skills within sports	Develop a range of sports clubs for PP children to access before, during and after school. Subsidise after school sports coaching.	To ensure targeted PP children attend a range of clubs to boost their learning opportunities.	By offering additional support in school, they have the same opportunities to accelerate progress as those that have more support at home.	Clubs attendance analysis	Headteacher Admin Manager	

ii. Tier 2-Targeted academic support						
Objective	Chosen action / approach and implementation	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
To ensure vulnerable PP children and those with SEN are supported to fulfil their own potential.	Headteacher and Learning Mentor receive time to track provision and its impact for targeted children.	<ul style="list-style-type: none"> ❖ 100% of PP have attendance of 90% or more. ❖ PLP targets for PP target group are SMART and 90% achieved. 	<ul style="list-style-type: none"> ❖ Due to our PP pupils having multiple contextual issues, half termly Pupil Progress Meetings and screenings identify specific areas for development or gaps in learning. ❖ There is a team approach to PPMs to ensure that all interventions will cater for the specific needs and staff are deployed accordingly. 	<ul style="list-style-type: none"> ❖ Organised timetable to ensure that staff delivering provision have sufficient preparation and delivery time. ❖ Ensure adequate staffing resource for small groupings. ❖ Meticulous tracking. 	Head teacher Deputy Head Learning Mentor Assessment Lead	June 2019

<p>Children will receive improved targeted support run by class TA's.</p>	<p>TA's will work with specific identified PP children to diminish the difference.</p>	<p>Some PP children are not making accelerated progress in comparison with peers despite receiving in class support by class TA.</p>	<ul style="list-style-type: none">❖ Rigorous Pupil Progress meetings to ensure that all provision and intervention is having desired impact.❖ SENDCo and subject leads will analyse data.❖ Organised timetable to ensure that staff delivering provision have sufficient preparation and delivery time.❖ Ensure adequate staffing resource for small groupings.	<p>Children will receive improved targeted support run by specific TA's.</p>	<p>J Morrison-Jones</p>	
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<p>To offer increased learning time for targeted underachieving pupils in Year 2 and 6 to close gaps in preparation for KSI and KS2 SATs.</p>	<p>School booster provision identified through data for Year 2 and 6 children before/after school.</p>	<p>To ensure targeted PP children attend booster groups to improve their chances of achieving age related expectations.</p>	<ul style="list-style-type: none"> ❖ By offering additional support in school, they have the same opportunities to accelerate progress as those that have more support at home. ❖ Additional SMART interventions to help PP children bridge the gap and achieve ARE expectations in all year groups. 	<p>Monitoring of data PPM's End of year attainment and progress</p>	<p>Leadership team</p>	<p>January 2020</p>
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<p>All PP pupils make good progress due to bespoke packages of support to meet individual needs. There are effective systems for tracking progress.</p>	<p>1:1 sessions with school counsellor to support children's emotional wellbeing.</p> <p>Emotional well-being journals</p>	<p>By the end of KS1/2 we have diminished the difference for PP children so that:</p> <ul style="list-style-type: none"> ❖ They reach or are national age-related expectations in Reading, Writing and Maths. ❖ PP children have closed the gap against non-PP children 	<p>Due to 24% of our PP pupils having welfare issues and 26% having multiple contextual issues, counselling involves helping the child to develop a positive attitude to life, recognise their strengths and express themselves. This equips children with the skills to help them learn and results in improvements in progress.</p> <p>The journal enables children to work alongside a trusted adult to explore statements about themselves, to make choices and to accept themselves. This is an awareness journal that allows children to develop emotional intelligence. This then equips children with the skills to help them learn and results in improvements in progress.</p>	<p>Assessment Lead, SENDCo and Learning Mentor ensures these children are monitored closely and data is tracked.</p>	<p>Assessment Lead Deputy Head SENDCo Learning Mentor</p>	<p>Reviewed termly- December, April and July</p>
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<p>PP pupils exit KSI/2 at least 'expected' in reading, writing and maths.</p>	<ul style="list-style-type: none"> ❖ Increased attendance rates of our PP pupils. ❖ Rapid response to first day absence. ❖ Early intervention of children with SAL which will aid improvements in progress. 	<p>By the end of KSI/2 we have diminished the difference for PP children so that:</p> <ul style="list-style-type: none"> ❖ They reach or are national age-related expectations in Reading, Writing and Maths. ❖ PP children have closed the gap against non-PP children 	<ul style="list-style-type: none"> ❖ It is difficult to improve attainment if pupils do not attend school regularly. ❖ Some PP pupils require additional support to achieve ambitious set targets. These pupils may need higher level of consolidation and revisiting due to lack of support from home or due to more complex retention issues. 	<ul style="list-style-type: none"> ❖ Attendance Lead and Head teacher ensure that attendance tracking processes are robust. ❖ Annual ACE audit supports the process. ❖ Organised timetable to ensure that staff delivering provision have sufficient preparation and delivery time. ❖ Review of PLPs to ensure that provision is ensuring progress. ❖ SENDCO to monitor pupil progress closely. 	<p>Headteacher Deputy Head Phase Leads</p>	
<p>Total budgeted cost</p>						

iii. Tier 3-Wider strategies

Objective	Chosen action / approach and implementation	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
To enable all eligible pupils to access enrichment activities including educational visits.	Provide a range of opportunities for PP children both residential and non-residential.	All eligible children who wish to participate in any after school clubs or identified trips can do so.	We want to enable all children to access this aspect of the curriculum.	<ul style="list-style-type: none"> ❖ Monitoring of which children have received the funding-ensuring it is equitable. ❖ Monitor the impact of the activities on their learning. 	Headteacher	
To maximise pupils' learning time by improving attendance and punctuality (reduce rates of persistent absence).	Attendance Learning Mentor supports attendance with first day calling, home visits, regular meetings, liaising with EWO and FSW.	PP children have attendance of at least 90%	If children are not in school, they cannot learn. Their safety is also paramount.	Monitoring of attendance and persistent absentees	Headteacher Admin Manager	
<p>To provide milk for eligible children each school day.</p> <p>To offer Breakfast Club for targeted children.</p>	<ul style="list-style-type: none"> ❖ Purchase of milk for all eligible children. ❖ Meet running costs of breakfast club for the academic 	<p>All children eligible for Free School Meals have the opportunity each school day to a carton of milk.</p> <p>All PP children who need a</p>	<p>Supporting all PP children with a drink of milk will support their growth and development.</p> <p>Breakfast club will ensure that the children have a good breakfast</p>	Attendance, focus in classrooms.	Admin Manager	Reviewed termly- December, April and July

	year.	place at Breakfast Club will have access to it over the year.	and are in the correct mind-set for learning.			
To respond to the specific emerging needs have targeted children known to the school or those who arrive mid-year.	To hold small sum of money to respond to emerging needs.	The children who arrive mid-year are supported through the learning mentor to settle into school quickly.	Conversations with parents Evidence from class teachers.	Monitoring of attendance	Head teacher Admin Manager	
To raise attainment and close gaps in learning by improving parental engagement for vulnerable families. To provide all eligible pupils and their families with family support and pastoral services as and when needed.	<ul style="list-style-type: none"> ❖ Provide focused family support via Early Help ❖ Offer support for parents to access services appropriate to their needs 	<p>By the end of KS2 we have diminished the difference for PP children so that:</p> <ul style="list-style-type: none"> ❖ they reach or are national age-related expectations in Reading, Writing and Maths 	Many of our children are vulnerable through the vulnerability of their families. We need to support families to stabilise the lives of their children so that they have their basic care needs met and are ready to learn.	<p>Monitoring of PP progress and data termly and through PPMs</p> <p>Monitoring of parental engagement</p>	Headteacher Learning Mentor	

5. 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
To provide all eligible pupils and their families with family support improved attendance, punctuality, support working parents and offer of a healthy breakfast.	Learning mentor, Breakfast Club staff to support eligible pupils	All eligible children to fully access every lesson and be 'ready to learn.'	Supporting families and children at key times such as breakfast in order to support their learning.	<ul style="list-style-type: none"> ❖ PPM meetings ❖ Monitoring of attendance at breakfast club- impact on attendance and attainment. 	Headteacher Learning Mentor Breakfast club	

<p>B. Children have increased opportunities for writing so that the quality and quantity is at or above ARE.</p> <p>Termly Tracking of Writing Data will show what PP children are making accelerated progress.</p> <p>Majority of PP children to make at least 10 months progress over the academic year.</p>	<p>Training for teachers on providing children with opportunities to write for a purpose. Providing high quality texts that support opportunities for writing. Increased opportunities for moderation with local schools to develop best practice. Blooms Taxonomy for deepening understanding. Pre-teaching Verbal feedback at the point of teaching.</p>	<ul style="list-style-type: none"> • Teachers continued to receive training on providing a range of writing opportunities using the Cornerstones Curriculum as a stimulus 'hook'. • The Cornerstones curriculum has ensured that there is a breadth of genre coverage in the variety of texts being delivered over an academic year • The school has participated in all moderation across the consortia and this has strengthened teachers knowledge about age related expectations • Staff continue to carefully plan for questions using Blooms as evidenced in the planning of both English and Maths. SLT have observed this in drop-ins and planning trawls. Pupils are beginning to be stretched through effective questioning which is also being strengthened through Purple Pen marking. • Pre-teaching, when used effectively, has had a positive impact on vulnerable groups. They are able to access the learning and are equipped with the skills to make progress in the lesson • Verbal feedback, when used effectively has had a positive experience on moving children's learning forward. 	<p>We will be continuing to use the desired outcomes in this academic year to ensure that they are embedded and used consistently in everyday practice.</p> <p>All actions/approaches will continue to be used and embedded consistently in everyday practice.</p> <p>The school is moving to Power of Reading in light of the new Ofsted framework with a significant drive on reading being embedded throughout the curriculum.</p>	
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iii. 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												
<p>B/C/D PP pupils exit KSI/2 with at least "expected" in reading, writing and maths.</p> <p>% PP children to achieve ARE+ (9 children)</p> <table border="1"> <thead> <tr> <th>KS2</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>2017 % PP</td> <td>0</td> <td>33</td> <td>0</td> </tr> <tr> <td>2018 % PP</td> <td>67</td> <td>67</td> <td>50</td> </tr> </tbody> </table>	KS2	Reading	Writing	Maths	2017 % PP	0	33	0	2018 % PP	67	67	50	<p>Bespoke packages of support for pupils not making expected progress. E.g. Daily readers, handwriting skills, basic sentence structure, bespoke maths programmes.</p>	<ul style="list-style-type: none"> ❖ Although interventions were being completed across the school, they were not always monitored effectively to show clear progress across the intervention. ❖ Pre-teaching, when used effectively, has had a positive impact on vulnerable groups. They are able to access the learning and are equipped with the skills to make progress in the lesson. ❖ Verbal feedback, when used effectively, has had a positive experience on moving children's learning forward ❖ Staff continue to carefully plan for questions using Blooms and this is evidenced in the planning of both English and Maths. SLT have observed this in drop-ins and planning trawls. Pupils are 	<ul style="list-style-type: none"> ❖ The pro-forma will continue to be used and embedded this academic year with children's starting points being clearly indicated and monitored throughout the intervention. ❖ We will be continuing to use the desired outcomes in this, strengthened through Purple Pen marking ❖ Reading across the school is now at the forefront of the new Reading English Lead. CPD has been delivered to all staff with clear guidance, expectations and accountability. <p>All actions/approaches will continue to be used and embedded consistently in everyday practice.</p>	
KS2	Reading	Writing	Maths													
2017 % PP	0	33	0													
2018 % PP	67	67	50													
D	Blooms															

<p>Children will improve their higher-level comprehension skills so more children achieve greater depth.</p>	<p>Taxonomy for deepening understanding. EMT tasks that are targeted at high order comprehension skills Guided reading that is carefully planned and clearly shows skills progression</p>	<p>beginning to be stretched through effective questioning which is also being strengthened through Purple Pen marking.</p> <ul style="list-style-type: none"> ❖ Although guided reading was being delivered across the school, there was little consistency in practice and expectations. Guided reading will be closely monitored next academic year in order to effectively show clear progress. 		
<p>F. Children will receive improved targeted support run by TA's.</p>	<p>TA's will work with specific identified PP children to diminish the difference.</p>	<ul style="list-style-type: none"> ❖ Clear expectations of PP children in relation to peers within the cohort have been established, however to diminish the difference further the school have appointed a Learning Mentor to accelerate progress of vulnerable learners. ❖ Although interventions were being completed across the school they were not always monitored effectively to show clear progress across the intervention. 	<ul style="list-style-type: none"> ❖ The Learning Mentor has spent much of her time supporting children with SEMH needs rather than on learning interventions. This will be built into the timetable for this academic year. ❖ The pro-forma will continue to be used and embedded this academic year with children's starting points being clearly indicated and monitored throughout the intervention. 	

Total Cost i and ii £61,649

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												
<p>A.</p> <p>All PP pupils make good progress due to bespoke packages of support to meet individual need. There are effective systems for tracking progress.</p>	<p>1:1 sessions with school counsellor to support children's emotional wellbeing.</p>	<p>The school will continue to invest in a school counsellor where PP children are made high priority.</p>	<p>Due to the high demand of the counsellor, the school have invested in becoming an Attachment Awareness School, where staff will mentor the most vulnerable pupils across the school which will inevitably help raise both attainment and progress.</p> <p>The majority of staff have received Attachment Awareness training and this has supported their approach to supporting all children in school. A new Restorative Behaviour policy will be implemented this academic year.</p>													
<p>B/C/D</p> <p>PP pupils exit KS1/2 with at least "expected" in reading, writing and maths.</p> <p>% PP children to achieve ARE+</p> <table border="1" data-bbox="114 1374 539 1474"> <thead> <tr> <th>KS2</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>2017 % PP</td> <td>0</td> <td>33</td> <td>0</td> </tr> <tr> <td>2018 % PP</td> <td>67</td> <td>67</td> <td>50</td> </tr> </tbody> </table>	KS2	Reading	Writing	Maths	2017 % PP	0	33	0	2018 % PP	67	67	50	<p>Increased attendance rates of our PP pupils. Rapid response to first day absence.</p>	<p>Attendance of PP children is slowly increasing over time due to the first day absence response. The investment of a visitor management system enables the school to monitor even more closely lateness and pupil absence including reasons for this.</p>	<p>The Attendance Lead and Headteacher will continue to drive on first day absence. The school have now subscribed to ACE and will refer persistent absenteeism.</p>	
KS2	Reading	Writing	Maths													
2017 % PP	0	33	0													
2018 % PP	67	67	50													

<p>B/C/D</p> <p>PP pupils exit KSI with at least "expected" in reading, writing and maths.</p> <p>% PP children to achieve ARE+ (9 children)</p> <table border="1" data-bbox="114 448 539 544"> <thead> <tr> <th>KS2</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>2017 % PP</td> <td>0</td> <td>33</td> <td>0</td> </tr> <tr> <td>2018 % PP</td> <td>67</td> <td>67</td> <td>50</td> </tr> </tbody> </table>	KS2	Reading	Writing	Maths	2017 % PP	0	33	0	2018 % PP	67	67	50	<p>Early intervention of children with SAL which will aid improvements in progress.</p>	<p>The Learning Mentor screens all YR pupils and children with SAL to ensure that early referrals can be made.</p>	<p>Regular discussions with the SALT ensure there is targeted support for these children at school who may not receive relevant support at home.</p> <p>Any areas of concern are raised with the EY Lead who can continue to embed practice within the classroom provision.</p>	
KS2	Reading	Writing	Maths													
2017 % PP	0	33	0													
2018 % PP	67	67	50													
<p>C.</p> <p>All PP pupils make good progress due to bespoke packages of support to meet individual need. There are effective systems for tracking progress.</p>	<p>Emotional well-being journals</p>	<p>Success criteria not met</p>	<p>With the school now an Attachment Awareness school with staff mentors, they will be able to ensure that well-being journals are completed as necessary to support pupils.</p>													
Total cost				£37,391												