

Pupil premium strategy statement (primary)

1. Summary information					
School	Sheringham CP School				
Academic Year	2017-2018	Total PP budget	£151 000 £146,398	Date of most recent PP Review	Sept' 2017
Total number of pupils	587 624	Number of pupils eligible for PP	100 + Year R 116	Date for next internal review of this strategy	Jan 2018

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP 2016
KS2 results		School Other
% achieving expected standard in reading, writing and maths	29% (30%)	60% (Gap 31%) 63% (33%)
% making progress in reading	-1.59 - 1.43	-1.65
% making progress in writing	-0.48 -0.49	-0.67
% making progress in maths	-2.72 -2.71	-2.59
KS1 Results		National Other
% achieving expected standard in reading, writing and maths	(all 73%) PP 62%	n/a
% achieving expected standard in reading	(all 80%) PP62%	79%
% achieving expected standard in writing	(all 79%) PP 62%	72%
% achieving expected standard in maths	(all 83%) PP 64%	79%
EYFS results		
% achieving GLD	(all 76%) PP 67% (gap 9% was 34%)	72%

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.	Progress and attainment of disadvantaged children by the end of KS2 is lower than non PP children.
B.	Only 50% of disadvantaged pupils met the expected standard in phonics in Year 1

C.	Parental engagement between home and school is low, parents have limited understanding of children's learning needs.	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Circumstances in the home can have an impact on the pupil's emotional wellbeing in school. This is a barrier to progress. PSA and Nurture to support this.	
E.	Attendance rates for several pupils eligible for PP are well below the target for all children of 97%. This reduces their school hours and causes them to fall behind on average. (Persistent absence was high for FSM pupils)	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Higher rates of progress and attainment across KS2 for PP children, especially those with high prior attainment at KS1	Higher % of disadvantaged children achieving ARE and greater levels of progress measured in end of KS2 tests. Rapidly diminish the difference between disadvantaged (29%) and national non disadvantaged (60%) Gap 31% achieving EXS in RWM combined. High prior attainers to maintain levels of progress to achieve securely expected or above throughout KS2. In school data to show that at least 80% of PP children are making expected progress in RWM. Learning champion group impact to be measured through entry and exit assessment and pupil progress meetings. 3 rd space learning group to make rapid progress thorough 1-2-1 tuition.
B.	Higher rates of attainment at KS1 especially in phonics at KS1 for PP children.	Learning champion group impact to be measured through entry and exit assessment and pupil progress meetings. All PP children to pass Phonic screening re-take in Year 2, June 2018. PP pass rate in line with National average (81%) RWInc assess to indicate PP progress.
C.	Parents to become more involved in children's education and aware of how to support at home with reading, phonics, maths and topic work.	Greater % of PP eligible parents attending Learning Cafes – target 50% Numicon and Phonics cards provided for parental learning support.
D.	Provide nurture sessions in school for PP children allowing them time to engage and discuss difficulties that may affect work at school eg: homework. Provide support for families through the Family Support Advisor (PSA) so that parents engage and work in partnership with the school.	Pupils develop their communication skills so they are able to express when they are feeling anxious or worried. (S&L and Talk Boost). Concentration levels are increased and pupils are able to cope with the demands of the curriculum. Homework support, space and time can be provided in school eg Homework club, Maths Whizz online homework to support maths progress Sustain and extend nurture provision including therapeutic play, Lego therapy, and sensory circuits as required. PSA – weekly drop in sessions to be available to parents providing support and nurture.

E.	Maintain and improve high attendance rates for pupils eligible for PP from 93.5%. Measured by termly attendance data and evaluation of engagement programmes	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves to at least 95%. Reduce the gap for persistent absentees for FSM from 13% to be at least in line with national gap of 8.9%.
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5. Planned expenditure					
Academic year		2017-2018			
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	When will you review implementation?
A-B Levels of attainment to be raised through focused intervention and scoop support £27 800 (75%)	<u>Learning Champions</u> to deliver focused interventions based on the class learning. Scoop sessions to provide support to avoid and overcome misconceptions.	Most PP children to have additional learning time in English and Maths at KS1 and KS2 at some point within the working week to boost levels of attainment and or progress. 4 x personnel (15hrs YR, 25 hrs Y1/2, 58 hrs Y3/4/5/6)	Exit and entry assessments at the start and end of each half term/term will give record of impact. (Sandwell, numicon, headstart, RWInc assessments, Phonic screening) PP lead to meet with Learning champions to ensure that year groups are working in collaboration with them to support review data – ½ termly Evidence of gap closing between PP and Non-PP children in reading, writing and maths- see success criteria A-B	Learning Champions PP lead	<u>Review Jan 2018</u> <u>Autumn Term</u> KS1 – Yr1 83% made prog of which 36% PP Yr 2 96% made prog of which 25% PP KS2 – Yr 3 83% porg of which 33% PP Yr 4 59% progress of which 30% PP Yr 5 81% progress of which 30% PP Yr 6 57% progress of which 75% PP
A-B Levels of attainment to be raised through focused intervention £2,500 + (£ 2,500 renewal) (£1,600 + 2,800 renewal)	<u>PIXL</u> Improved Progress in maths, English and Science. Intervention Scheme PIXL to be purchased and implemented across KS1 and 2	We want to rejuvenate the intervention across the school, providing a system that is progressive, accountable, bespoke and consistent across all year groups.	Introduce Pixl as a whole school scheme, ensure that training and support is given to all staff. Make full use of the support provided by Pixl. Use the assessment data to feed into staff formative assessments and termly summative assessments.	English Maths Science PPleads Pixl support staff	Jan 2018 Due to issues with Pixl and concerns regarding too many new initiatives in the Autumn term: Feedback policy Collaborative learning Maths Whizz 8 week Projects Pixl was not purchased until March. However, year 6 found it effective in the run up to SATs

A-B Levels of attainment to be raised through focused intervention £40 365 (11.5% TA spend)	<u>Teaching Assistants</u> TAs running interventions and support in addition to class support 1:1 PIXL TRUGS RWINc Numicon	Teaching assistants supporting children who are not at ARE and closing the gap between PP and non-PP children in reading, writing and maths. Evidenced through termly assessments fed back to teachers for Pupil Progress Meetings. Feedback policy provides instant formative assessment TAs to provide immediate intervention as a result.	Assessment through the use of PIXL to provide data to ensure progress.	Teachers TAs English Lead Maths Lead Science Lead	Termly See provision grids for intervention provision.
A-B Levels of attainment to be raised through focused intervention £ 5481	<u>3rd Space Learning</u> 1-2-1 tuition for specific learners in mathematics.	Provide structured intervention with 1-2-1 tutors for children who have identified gaps in mathematics and are working below ARE.	Working alongside the 3 rd Space tutors ensuring that the tuition is well suited to the individuals and progress is made. Success will be 100% of the children put through then scheme achieving ARE by end of year.	3 rd Space tutors Year 5 and 6 teachers	At the end of each 12 week cycle.
A and Levels of attainment raised at KS2 and home school engagement increased through home £20 000	<u>Maths Whizz homework</u> Implement Maths Whizz homework as a scheme across the school (year 1-6) to engage the children and parents in maths.	Providing a structure for homework that is consistent, be spoke, provides assessment and accessible. (for those without access time will be given in school for them to access the scheme)	Working with the maths leads to ensure that all staff are using Maths Whizz correctly to have the maximum impact on learning.	PP lead Maths lead	Jan 2018 Pupil voice feedback is positive Maths ages are increasing Parent feedback is positive. Mathwhizz parents learning café was full.
Total budgeted cost					£98 646 £98, 046

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-B Training from teaching School £0	Co-operative learning Continued Growth Mindset Teacher CPD TA CPD	PP children to display increased confidence in using learning domains from Co-operative learning: <ul style="list-style-type: none"> • Communication social skills • Knowledge and sharing • Thinking skills • Team building • Mastery of knowledge • Class building 	SLT learning walks External verification by Co-operative learning trainer Teaching School Head learning walks.	SLT TShead	Jan 2018 Co-operative learning used across the school in all lessons observed in learning walks by SLT and Co-operative learning trainer. Summer review to included pupil voice

<p>A-B</p> <p>Raising attainment and diminishing the difference between non pp pupils and pp pupils.</p> <p>£5000 £3000</p>	<p>Termly Pupil Progress meetings to analyse provision for and the progress of disadvantaged pupils</p>	<p>Year groups to present and show and awareness of data specifically pupil groups eg disadvantaged children. Teachers to show provision within the classroom for PP children.</p>	<p>HT, SENDCo and PP lead to meet termly with year groups.</p> <p>Release time for PP lead.</p> <p>Meetings with LC</p> <p>Summer term PP meetings to come to look at ways forward next year.</p>	<p>HT, SENDCo and PP lead</p>	<p>Jan 2018</p> <p>Pupil progress meetings monitoring PP and non PP data</p>
<p>B</p> <p>Higher rates of attainment at KS1 especially in phonics.</p> <p>Cost covered in LC work and TA interventions</p>	<p>Learning champion group impact to be measured through entry and exit assessment.</p>	<p>PP children (and others) to make progress through RWinc scheme and phonics interventions.</p> <p>A positive impact achieved on GLD scores and Year 2 100% cumulative Phonics screening.</p>	<p>RWInc assessments</p> <p>In class formative and end of year summative assessments.</p> <p>Feedback from learning champions to class teachers.</p> <p>RWInc lead to observe sessions.</p>	<p>RWInc lead LC</p>	<p>½ termly</p> <p>Learning champion data</p>
<p>C</p> <p>Learning Cafes</p> <p>Greater parental engagement/Participation from PP parents in Learning Cafes.</p> <p>£500 (50%)</p>	<p>Support from experienced teacher in the setting up and running of learning cafes and a contribution to the resourcing of the cafes to ensure quality.</p>	<p>Breaking down barriers with parents and encouraging participation in school life and children's learning will contribute to a learning ethos within the home.</p>	<p>Feedback from parents.</p> <p>Children's voice. Parental engagement / participation up from 40% to 50%.</p> <p>Spring term cafes not on track summer term café forecast stronger – each year group has end of year café planned</p>	<p>Café Lead</p>	<p>Termly</p> <p>Autumn term data shows a 35% PP parental take up 'great fun we want to stay all day' PP parent</p>
<p>D</p> <p>Nurture Base Support</p> <p>Provide nurture sessions in school for PP children allowing them time to engage and discuss difficulties that may affect work at school.</p> <p>£16, 634 (75%)</p>	<p>Children to be offered 1-2-1 support to engage with support team and discuss difficulties which may be affecting school /home and consequently achievements in school. Breakfast club is provided where necessary. Emergency nurture when needed.</p>	<p>Pupils who are able to develop their communication skills so they are able to express when they are feeling anxious or worried will have concentration levels are increased and are able to cope with the demands of the curriculum.</p>	<p>Once nurture is successful children are re-integrated into the school. Nurture sessions may be on going in short as follow on. Emergency cover is provided when needed.</p> <ul style="list-style-type: none"> • BOXHALL profiles • SDQ strengths/difficulties questionnaires and scores. • Liaison with other services eg point 1 	<p>Nurture team SENDCo</p>	<p>Jan 2018</p>
<p>D</p> <p>Parent Support Advisor</p> <p>Provide support for families through the Family Support Worker so that parents engage and work in partnership with the school.</p> <p>£ 9 674</p>	<p>Pastoral worker in cluster to develop relationships with both children and families of pupil premium. To provide support and counselling for children and parents.</p>	<p>Early family support to be available if required for PP families. Links to be made between home/ school and any other outside agencies necessary. PSA to take lead in FSP meetings. PSA to work closely with families in weekly drop in sessions.</p>	<p>Weekly report from PSA to feedback on work carried out to SENDCo / PP lead and liaison with attendance lead to support families with persistent absentees.</p> <p>Attendance officer keeps in touch with PSA weekly. PP lead, PSA and attendance officer meet to ensure work carried out half termly.</p>	<p>PSA PP Lead SENDCo Attendance Lead</p>	<p>Half termly meeting Working with 11 chn 8 PP</p> <p>5 Parents – 3PP Contacted 10 PP persistent absentees No parent wanted support.</p>

<p>E Attendance Maintain and improve high attendance rates for pupils eligible for PP.</p> <p>£ 4 073 (50%)</p> <p>£500 (50%)</p>	<p>Provide 0.2 release time for attendance lead to contact PP parents and create attendance plans in line with attendance policy.</p> <p>Attendance awards.</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves from 93.5% to 95%.</p> <p>See above</p>	<p>Measured by termly attendance data and evaluation of engagement programmes</p> <p>Cooking awards for all 99% and 100% attendance children in spring term.</p> <p>Awards for summer term Bookmarks, pencils purchased to encourage as rewards.</p>	<p>R Roach PP Lead</p>	<p>Termly review PP attendance Autumn – 94%</p> <p>Spring – 93.1% (FSM – 94.5%)</p>
Total budgeted cost					<p>£36 381</p> <p>£ 34,381</p>
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?
<p>C Talk Boost Children with delayed S+L skills make rapid progress.</p> <p>£2,500</p>	<p>To provide an experienced trained TA to run the intervention sessions in YR. All PP children in YR who need this will have access to at least a 10 week session.</p>	<p>Address gaps in communication and language skills to increase confidence in Speech and language. Engagement of parents in supporting language and development at home.</p>	<p>Diagnostic completed at beginning and end of programme and shared with parents. Weekly reports and homework activities for children and parents.</p> <p>See Speech and language and Talk boost data. – two groups run.</p>	<p>Talk Boost lead</p>	<p>½ way through cycle of sessions and at end to assess development.</p>
<p>Wider Opportunities. Clubs Increase percentage of children accessing after school clubs.</p> <p>£1,000</p>	<p>Provide a wide range of differing clubs. Provide clubs at differing times of day. Provide transport to/from clubs.</p>	<p>Many children are unable to access clubs due to travelling on bus to school and difficulties with transport home after clubs. Minibus transport home will allow access to clubs and wider educational opportunities.</p>	<p>Keeps a whole school log of the PP children attending clubs. Last year 70% of PP children attended at least one club with 66% attending more than one. Target for 2018 is 75% attending one club and 70% attending more than one.</p>	<p>PP lead and staff running clubs.</p>	<p>Jan 2018 ?</p> <p>Of 73 children asked 64% are currently attending at least one club.</p>
<p>Wrap around Care PP are able to access before and after school care.</p> <p>£2,000</p>	<p>Bright Stars – our before and after school club to offer sessions to families who need support.</p>	<p>PP families are able to access this service for various reasons eg: CP, work</p>	<p>PP families are able to access before and after school care as and when needed and not subject to affordability.</p>	<p>HT discretion.</p>	<p>Jan 2018 86 children in BS 5 PP families funded</p>
<p>Educational Visit support Subsidising the cost of school visits both day trips and residential visits.</p> <p>£2,000 £1800</p>	<p>100% of pupil premium pupils to attend all educational visits should they wish to.</p>	<p>Not all PP children are able to access some of the more expensive residential trip offered by the school, we feel that they should have the same opportunities as all children and therefore offer assistance with these trips. Other trips may also be subsidised</p>	<p>Each case is discussed by PP lead, class teacher and head teachers on a case by case basis.</p>	<p>Head teacher PP lead Class teachers</p>	<p>Jan 2018 How Hill 4 PP chn subsidised Hill Top - O2 – See trips funding</p>

		accordingly.			
Forest Schools PP children will have access to outdoor learning opportunities £ 3955 (50%)	Two staff trained in Forest schools to work with PP and nurture children in timetables sessions throughout the school week.	PP children will have access to outdoor learning opportunities which will increase confidence levels and provide exciting and varied learning experiences.	Forest School staff will feedback soft outcomes to class teachers and nurture staff as a result of sessions. Teachers will report positive outcomes in learning as a result of Forest School experiences.	Forest school staff	Jan 2018 131 children attended forest school in Autumn term 37 were PP
C Aspirations Fair PP children to gain an understanding of a wide range of careers available to them. £2000 £250	Plan and run an event at school involving local businesses/ professionals /colleges to raise the aspirations of all pupils.	PP children will have the opportunity to meet with and talk to people whom they would not have the opportunity to talk to and find out about different experiences that may be available to them after school.	Ensure that a wide range of people are invited to the fair. Gather children's voice opinions before and after the fair.	Year 6 Staff	June 2018 Letters written to take place 7-6-18 Over 20 visitors –
B- C Parents to engage with children's maths (numicon) and phonic learning through the use of practical resources in the home. £220 £100	Purchase of Numicon Bags and Phonics cards to loan to PP families to support with home learning.	Buy providing PP families with the resources parents will engage in learning cafes, understand children's learning and be able to support at home.	EYFS lead will allocate resources as required and encourage parents to participate in school learning events and children's work using the resources. Evidenced through learning café attendance. Tapestry input from EYFS staff and parents.	EYFS lead PP lead Learning café lead	Jan 2018 Numicon café run for EYFS parents Bags purchased for parents. Numicon bags and phonic cards purchased – tapestry evidence
PP Contingency Fund Fund to support PP children with essentials that may enhance their daily life within school eg appropriate footwear, PE kit etc £300	Pot of money set aside to be able to offer support to PP families/ children with day to day essentials making school life easier.	By offering support PP children are able to fully participate in school life, attendance, attitude towards learning and ultimately progress may be improved.	Monies will be allocated at the discretion of the head teachers and the PP lead on a case by case basis.	Head teachers PP lead	June 2018 Uniform purchased AS Swimming kit purchased for BG/MH
A Resources – maths and reading. £2000	Resources to support whole school priorities of maths and reading. <ul style="list-style-type: none"> • Trugs • Tackling Tables Yrs 3 and 4 • Numicon resources boost • Quality reading books 	Through the purchase of resources attainment and progress increases across KS1 and 2 See focus A.	Maths and English leads to ensure full use of resources to have maximum impact on children's learning. Observed through learning walks, lesson observations, and results.	English and maths leads.	Jan 2018 Tackling tables purchased for years 3 and 4 £600 TT £600 Books Money into SL budgets for resourcing
Total budgeted cost					£ 15 975 £13 905

6. Review of expenditure				
Previous Academic Year				
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
Levels of attainment to be raised through focused intervention and scoop support	<u>Learning Champions</u> to deliver focused interventions based on the class learning. Scoop sessions to provide support to avoid and overcome misconceptions	KS 1 Learning Champion – entry and exit tests and maths whizz ages show that all chn have made progress. KS2 – English data and KS2 maths data show good percentage progress in all groups (see data breakdown)	This approach is to continue into 2018-2019 academic year. Suggest year groups use LC as for 'boot camp' approach as numbers of children seeing LC very high and whilst there has been progress further progress may be made if groups were smaller and work more intensified.	£27 800 (75%)
A-B Levels of attainment to be raised through focused intervention	<u>PIXL</u> Improved Progress in maths, English and Science. Intervention Scheme PIXL to be purchased and implemented across KS1 and 2	Jan 2018 Due to issues with Pixl and concerns regarding too many new initiatives in the Autumn term: Feedback policy Collaborative learning Maths Whizz 8 week Projects Pixl was not purchased until March. However, year 6 found it effective in the run up to SATs with many of the resources and the assessment s strategies used.	Roll out PIXL across the school use the assessments consistently make good use of the QLAs form the tests to inform the interventions and the learning of the Key marginals. Indicate to the staff which resources are to be used regularly to essentially improve the learning of the chn to move towards SATs proficiency in Year 6 EG: weekly arithmetic, speed reading, comprehension... Visit schools already implementing PIXL as recommended in PP review and by PIXL Associate support Further link TAs in intervention planning as recommended in PP review.	£2,500 + (£ 2,500 renewal) (£1,600 + 2,800 renewal)
A-B Levels of attainment to be raised through focused intervention	<u>Teaching Assistants</u> TAs running interventions and support in addition to class support 1:1 PIXL TRUGS RWINc Numicon	Progress results show that there is a reduced gap in difference between national and non- national results. In some areas the difference in attainment has been diminished : reading and writing. Maths continues to be a concern. See results and data.	Continue to look at ways to diminish the difference in maths use PIXL to highlights Key marginals and create boot camp booster groups for future interventions using PIXl resources.	£40 365 (11.5% TA spend)

A-B Levels of attainment to be raised through focused intervention	<u>3rd Space Learning</u> 1-2-1 tuition for specific learners in mathematics.	The children involved in 3 rd space learning have made some progress. There is evidence that the have had misconceptions covered and that they have covered new learning. However, the technical problems outweigh the positives and the programme will not be repeated.	This will not be repeated due to technical issues and lack of significant progress in overall attainment.	£ 5481
A and Levels of attainment raised at KS2 and home school engagement increased through home	<u>Maths Whizz homework</u> Implement Maths Whizz homework as a scheme across the school (year 1-6) to engage the children and parents in maths.	Jan 2018 Pupil voice feedback is positive Maths ages are increasing Parent feedback is positive. Mathwhizz parents learning café was full – 45 parents attending End of year review shows that there is an increase in math whizz ages see LC data and provision grids. Maths whizz parent cafes and been positive and the children's voice feedback is strong with 74% of children asked saying that maths whizz has helped them this year.	Continue maths whizz next year. Add a math whizz age data column onto pupil asset so that progress throughout the year can be easily tracked.	£20 000

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
A-B Training from teaching School £0	Co-operative learning Continued Growth Mindset Teacher CPD TA CPD	Co-operative learning used across the school in all lessons observed in learning walks by SLT and Co-operative learning trainer. 8 week project run on Co-operative learning do all stakeholders aware of and using on regular basis.	Re-launch and work on met cognition in September to continue work in this area and confidence of children in their learning domains: <ul style="list-style-type: none"> • Communication social skills • Knowledge and sharing • Thinking skills • Team building • Mastery of knowledge • Class building 	£0
A-B Raising attainment and diminishing the difference between non pp pupils and pp pupils.	Termly Pupil Progress meetings to analyse provision for and the progress of disadvantaged pupils	Pupil progress meetings monitoring PP and non PP data Release time for PP lead. Meetings with LC	Where possible LC and TAs to be included in PP meetings as they often have points to input with regard children's learning needs due to intervention groups. Include maths and English leads in PP meetings as recommended in PP review	£5000 £3000

B Higher rates of attainment at KS1 especially in phonics.	Learning champion group impact to be measured through entry and exit assessment.	Total phonics results 70/80 = 88% pass year 1 screen PP pass 5/9 56% (2 children scored 31/32) Results assuming pass rate stays at 32	Continue work with LC and RWInc	Cost covered in LC work and TA interventions
C Learning Cafes Greater parental engagement/Participation from PP parents in Learning Cafes.	Support from experienced teacher in the setting up and running of learning cafes and a contribution to the resourcing of the cafes to ensure quality.	Barriers with all parents inc PPG much improved Autumn term 43% attended cafes 27% PP Spring term 37% attended cafes 21% PP Summer term – awaiting final figures (Spring term always lower summer higher)	Continue to run cafes take learning cafes into the community Bodham Village Hall bed time story café Mo – history café	£500 (50%)
D Nurture Base Support Provide nurture sessions in school for PP children allowing them time to engage and discuss difficulties that may affect work at school.	Children to be offered 1-2-1 support to engage with support team and discuss difficulties which may be affecting school /home and consequently achievements in school. Breakfast club is provided where necessary. Emergency nurture when needed.	Autumn term 1 - 57% of all accessing nurture provision PPG Autumn term 2 – 37% of all accessing nurture provision PPG Spring Term – 60% of all accessing nurture provision PPG Summer Term - tbc <u>Nurture provision includes-</u> Morning start Sensory circuits Play therapy Therapeutic play Art therapy Inclusion class Nurture class ELSA OT group Woodfields inclusion.	Continue nurture provision where funding will allow. Nurture class and inclusion class have been extremely successful.	£16, 634 (75%)
D Parent Support Advisor Provide support for families through the Family Support Worker so that parents engage and work in partnership with the school.	Pastoral worker in cluster to develop relationships with both children and families of pupil premium. To provide support and counselling for children and parents.	Attendance officer keeps in touch with PSA weekly. PP lead, PSA and attendance officer meet to ensure work carried out half termly. 7 FSPs throughout year 5/7 PPG 11 further families supported 3/11 PPG 5 Parents in parenting group – 3PP Contacted 10 PP persistent absentees No parent wanted support. 8 foodbank vouchers supplied to SCPS families this year	Continue to work with PSA next year raise profile within the school further.	£ 9 674

E Attendance Maintain and improve high attendance rates for pupils eligible for PP.	Provide 0.2 release time for attendance lead to contact PP parents and create attendance plans in line with attendance policy.	Whole school attendance is improving PPG on the up: <u>Termly review</u> PP attendance Autumn – 94% Spring – 93.1% Summer – 94.3% Cooking awards for all 99% and 100% attendance children in spring term. Awards for summer term Bookmarks, pencils purchased to encourage as rewards.	Continue to work on attendance with all staff and PSA to raise PP attendance to 95% Consider sending good attendance texts to parents at 3:15 on a Friday so encourage good attendance	£ 4 073 (50%) £500 (50%)
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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
C Talk Boost Children with delayed S+L skills make rapid progress.	To provide an experienced trained TA to run the intervention sessions in YR. All PP children in YR who need this will have access to at	Speech and language and Talk Boost support given in two groups to children across EYFS of which 7 children were PP.	Continue Talk boost provision.	£2,500
Wider Opportunities. Clubs Increase percentage of children accessing after school clubs.	Provide a wide range of differing clubs. Provide clubs at differing times of day. Provide transport to/from clubs.	31 different clubs are offered to children across the school at different times of day. 135 places in those clubs are taken by PP children. Of 73 children asked 64% are currently attending at least one club.	Continue this provision.	£1,000
Wrap around Care PP are able to access before and after school care.	Bright Stars – our before and after school club to offer sessions to families who need support.	86 children in BS 5 PP families funded – two so parents can work two for parents to attend parenting courses	Continue to offer support and places in Bright stars to families that need support.	£2,000

Educational Visit support Subsidising the cost of school visits both day trips and residential visits.	100% of pupil premium pupils to attend all educational visits should they wish to.	Visits subsidised – 100% of children have been on school visits this year. 87 children have been subsidised with costs including residential trips – How Hill, Camp.	Continue to support learning beyond the classroom.	£2,000 £1800
Forest Schools PP children will have access to outdoor learning opportunities	Two staff trained in Forest schools to work with PP and nurture children in timetables sessions throughout the school week.	From September to May 237 pupil attended forest school 30% were PPG The aim is that by the end of the academic year all children will have had access FS sessions. Pupil voices feedback is that forest school is successful with 70% of children asked saying that they have been to and enjoyed forest school.	Continue provision.	£ 3955 (50%)
C Aspirations Fair PP children to gain an understanding of a wide range of careers available to them.	Plan and run an event at school involving local businesses/ professionals /colleges to raise the aspirations of all pupils.	Letters written and aspiration fair took place on 7-6-18 Over 20 visitors attended the fair. In a children's voice feedback session the children said that the event was valuable and informative. It had an impact on the way it made them think about their future. 17/23 - 74% of the PP children in the year group said that they would think more seriously about their future as a result of the fair.	Run the event again Consider a more business like approach and ask the children to dress for a business event.	£2000 £250
B- C Parents to engage with children's maths (numicon) and phonic learning through the use of practical resources in the home.	Purchase of Numicon Bags and Phonics cards to loan to PP families to support with home learning.	Numicon parent café run. Numicon bags and phonic cards purchased – tapestry evidence.	Take into consideration PPG children's voice requests for maths equipment at home and supply this group with equipment where needed as recommended in PP review	£220 £100

PP Contingency Fund Fund to support PP children with essentials that may enhance their daily life within school eg appropriate footwear, PE kit etc	Pot of money set aside to be able to offer support to PP families/ children with day to day essentials making school life easier.	Uniform purchased AS Swimming kit purchased for BG/MH	Keep contingency fund in 2018/2019	£300
A Resources – maths and reading.	Resources to support whole school priorities of maths and reading. <ul style="list-style-type: none"> • Trugs • Tackling Tables Yrs 3 and 4 • Numicon resources boost • Quality reading books 	Resources purchased. Tackling tables purchased for years 3 and 4 £600 TT £600 Books Money into SL budgets for resourcing		£2000

7. Additional detail

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