



Exceptional Education at the Heart of the Community

Pupil Premium Strategy Statement:

1. Summary information					
School	Oasis Academy Longmeadow				
Academic Year	2018-19	Total PP budget	£79 080	Date of most recent PP Review	September 2018
Total number of pupils	140	Number of pupils eligible for PP	40	Date for next internal review of this strategy (termly)	December 2018
2. Review of expenditure					
Previous Academic Year	2017/2018				
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Impact:	Lessons learned Will the strategy continue, be enhanced or be cancelled as a result of your evaluation?	Cost	
Improved scores in mathematics at KS1 and KS2	<ul style="list-style-type: none"> Clear approach to the teaching of mathematics (Maths Mastery in Reception and Year 1) <p>(White Rose elsewhere in the academy)</p>	<p>Pupil premium children (and other children in Y1 did not make enough progress) and are now under achieving in relation to prior attainment. These children will receive targeted additional support through maths with parents' provision in Y 2. They will also be the focus of a weekly teacher led maths 'catch up' session.</p>	<p>Maths mastery requires consistency in approach in order to have impact.</p> <p>Recruitment and retention of high quality, permanent staff has been a priority this year.</p> <p>YR,1 and 2 teachers' initial induction training undertaken summer term and September. Implementing MM strategy effectively will be core part</p>	<p>£2 800</p> <p>(£800 travel for training).</p>	

	<p>Purchase of concrete resources to support the teaching and learning of maths</p>	<p>Pupils eligible for PP funding made good progress in Y3 and 5 where maths subject knowledge was strong (3.9 points and 5.3 points) and where mastery techniques were well applied . In these classes they made as much or more progress than other children. In y2 all PP children (except for one child on a reduced timetable) made expected, but not accelerated progress. More than 80% of these children have additional complex needs.</p>	<p>of NQT inductions for R and Y1 teacher in autumn term.</p> <p>Intensive ‘catch –up’ gap- filling support for maths will be delivered in Term1 to begin to address underachievement in Y2 (next years’ year 3)</p>	<p>£4 000</p>
<p>Improved phonics scores Y1</p>	<p>Deployment of TAs so that differentiated phonics is taught in targeted small groups (2x 15 minutes per day, 5x per week)</p> <p>Phonics training for all teachers and TAs in YR-3</p>	<p>Gap in attainment reduced and attainment increased within the cohort. The PP cohort is a small cohort of only 2 children. 1 of these children attained a phonics pass. The child who did not made good progress against baseline assessment (and they had not attained GLD) but missed the phonics pass by 1 mark.</p> <p>The investment in phonics may also have impacted on attainment in reading as PP attainment in reading in Y1 was higher than in other subjects.</p>	<p>Differentiated provision and small groups has had some positive impact and the strategy will be continued. New staff will receive training to ensure a consistent approach- including TA. Y1 children (Y2 2018-19) will continue to have differentiated small group phonics provision and as necessary intervention in spring term. Y2 children who have still not attained phonics pass including children with complex needs will continue to have differentiated phonics provision and intensive phonics catch up support in Y3 term 1</p>	<p>£7 900</p> <p>£750</p>

<p>Minimise impact of disruption in EYFS (long term staff absence and 3 long term supply teachers) so that as many children as possible attain GLD.</p>	<p>Lead EYFS teacher supporting targeted work in EYFS. Focus high quality outdoor and continuous provision ; targeting key areas for ELG – including communication and language</p> <p>Recruitment and retention of experienced long term supply teacher</p> <p>Additional TA in term 5 and term 6 focussed on C and L</p>	<p>46% of pupils eligible for PP attained GLD.</p> <p>(Non PP 63%)</p> <p>This was more than was projected at end of term 4 when, following significant disruption, only 29% of children were on track for GLD.</p> <p>The interventions including recruitment and retention of experienced long term supply teacher, additional provision of experienced TA (0.5 FTE) and support from regional EYFS teacher meant 3 children who were not on track to attain GLD did.</p> <p>7/13 PP children attained 2 in speaking-supported by TA. Not enough but more than were on track in April.</p>	<p>The percentage of PP children who attained GLD is less than last year. However this year has a PP cohort on 13 (compared with 3 in 2017).</p> <p>Communication and language – including teaching needs to be an early intervention and focus next year. Planned in every adult led activity.</p>	<p>£1 800</p> <p>£2 500</p>
<p>Improved teaching and learning in writing</p>	<p>Purchase of sets of 'real books' to enable teaching of sequences of learning in meaningful, cross curricular contexts</p> <p>Professional development to support planning and teaching of writing.</p>	<p>Quality of teaching and learning in writing improved from a 4 in nearly all classes to 3 with elements of 2 in some classes. Key skills and knowledge were taught in relation to a clear purpose . Links were made between the teaching of writing and reading and with other subjects.</p>	<p>Where subject knowledge was less than good teachers were less confident planning effective sequences of work,</p> <p>Power of Reading will to build on the use of engaging and powerful children's literature as the foundation of teaching and learning reading and writing- and provide</p>	<p>£4000</p>

		<p>There was no difference in mean progress of PP and non-PP children in Y1-6. However, the mean progress for both was just 3.0. This is expected progress (SPTO tracker) but not the acceleration needed to address underachievement; and there was variation in classes.</p> <p>Children's experienced a wider range of authors and genres in a planned and systematic way.</p>	<p>more planning support, structure and guidance where needed.</p>	
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ii. Targeted support

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned Will the strategy continue, be enhanced or be cancelled as a result of your evaluation?	Cost
<p>Improved progress in reading in all year groups so that attainment gap is reduced</p>	<ul style="list-style-type: none"> • TA deployment 30 minutes per day • TA training-supporting reading: decoding and inference • PD for teachers: teaching guided reading, assessing and benchmarking 	<p>Reading support summary : Pupils eligible for pupil premium funding from y1-5 made 3.48 points progress – in line with non-PP children (3.5). However this is not enough to reduce the difference in attainment. The impact is greatest in Y1 (small cohort) Progress of PP children in Y2 is less than Y1, 3 and 5- and the difference between attainment of PP and non PP children is greater. More than 80% PP children in this year have</p>	<p>Impact of interventions is limited where QFT is least strong.</p> <p>In Y1 was progress supported by phonics support?</p> <p>Impact of interventions is also reduced where children have complex needs and support needs to be co-ordinated to address these needs</p> <p>Headstart materials were also used in supporting reading in Y5 . These will be continued for use in interventions next year.</p>	<p>£7 900</p>

	<p>Y5 Pixl booster summer term</p>	<p>complex needs and 1 child is on reduced timetable</p> <p>Impact and progress is poor in y4, where attainment and progress generally is not good.</p> <p>Y5 PIXL: 3 of 4 children in target group made accelerated progress in term 5 and 6 – They are now Y5 D and will need continued intervention to attain ARE. (All were middle attainers at KS1) and will be targeted for ARE.</p>	<p>Whole class reading piloted in Y3. Progress was good. Will be developed across the school from term 3.</p>	
<p>Improved scores in Reading , and maths at KS2</p>	<p>Pixl Reading booster intervention Y6</p>	<p>Reading: The number of pupils who attained ARE increased against last year 50% of pupils eligible for PP attained ARE in reading (29% in 2017) 75% of children made accelerated progress in Y6 (SPTO tracker) and 50% made accelerated progress in relation to KS1 attainment</p> <p>The difference in attainment between disadvantaged and other children was too high (13%) (2017/2018)</p> <p>Maths: All PP pupils made accelerated progress within Y6 but from a low baseline.</p>	<p>Interventions in 2018-19 will be led by class teacher who will have additional time out of class. This will enable the interventions to be linked more directly to learning in class and individual /group next steps.</p> <p>Pixl interventions need to start at end of Y5 addressing gaps identified through question level analysis assessments</p>	<p>£7300</p>

	<p>Pixl Maths booster intervention</p>	<p>The percentage of pupils eligible for PP who attained Are increased (from 29% to 38%) All pupils made at least expected progress in Y6 but only 2 made accelerated progress and therefore not enough to correct previous underachievement.</p> <p>The attainment gap was too high (100% of other children attained expected standards)</p>		
<p>Improved behaviour for targeted PP children</p>	<ul style="list-style-type: none"> • Appointment of pastoral and behaviour lead: • Nurture room where children follow personalised and differentiated curriculum. 	<p>The number of Red Cards for poor behaviour fell from 237 (summer term 2017) to 121 (summer term 2018) The number of exclusions fell from 15 (term 6 2017) to 5 (term 6 2018). The number of pupils excluded fell from 7 to 3 in the same period. (Rate of 1.9- less than national for 2017 which is 2.29)</p> <p>The number of exclusions for disadvantaged pupils was lower than non-disadvantaged pupils over the year (41 exclusions compared with 53).</p> <p>On Pastoral Lead's departure additional TA time procured to support nurture room provision and pastoral work</p>	<p>There was significant variation in the number of red cards given out in different classes. This suggests that the behaviour policy was not consistently applied or that there were varying levels of skill in behaviour management. Some targeted support was provided for teachers by behaviour lead Principal where the need was identified.</p> <p>Behaviour management; including plans for individual children will be a key part of the teacher development programme at the start of the year and developed through tweaks in staff meetings throughout the autumn term.</p>	<p>£29 446</p>

			The development of behaviour for learning is a strategic priority for 2018-19.	
Improved writing scores at end KS2	<ul style="list-style-type: none"> Tutoring for 5 targeted Y6 pupils 	<p>63% of children attained ARE (increased from 43% 2017). Pupil premium children outperformed non pupil premium children (50% of other children attained age related expectations). 33% of pupils eligible for PP made accelerated progress against KS1 attainment to attain ARE.</p> <p>1 child made accelerated progress from a very low baseline at the start of the intervention but did not attain ARE. 2 children did not receive this intervention.</p>	<p>Tutoring was delivered by a range of teachers. All were trained and focus was directed by class teacher. Tutoring needs to be delivered by most experienced teachers with proven effectiveness where possible.</p> <p>Next year Intensive writing tutoring for Y5 and 6 tutoring in term 1 from experienced teacher to develop self-regulated learning skills.</p>	£2 000
Improved writing progress for targeted children in KS2	<ul style="list-style-type: none"> Writing conferencing-including professional development for teachers and TAs 	<p>Mean average impact of conferencing Y3-5 is 3.7 progress score on SPTO. This greater than mean progress made by other PP and non-PP children who did not have this targeted support. (just over 3 points</p> <p>The writing conferencing did not have significant impact in Y4 where mean progress for all children and for those that received conferencing is 3 points</p>	<p>Conferencing is most effective where teaching is good and developmental marking and feedback well targeted.</p> <p>Writing conferencing to be delivered by class teachers during assemblies in 2018-19</p> <p>Writing conferencing needs to link with improvement in learning behaviours and attitudes – link with self-regulated learning as per EEF research .</p>	£4 100

3.3 Support whole school strategies

Desired outcome	Chosen Action/ approach	Impact: <i>Did you achieve your intended outcome/ meet your success criteria?</i>	Lessons learned?	Cost.
Improved attendance	Appointment of pastoral lead (see above) with role in improving attendance for vulnerable families. Following this post being discontinued the work was continued by Principal with support from SOL consultancy.	PP Attendance improved on last year 88.9 (2017 T5) to 91.7(2018 T6). Still too low. Affected by part time timetable. (Non –PP 94.7)	<p>Immediate follow up is essential.</p> <p>Careful scaffolding of contact starting with class teachers and office with follow up letters and meeting with principal is effective</p>	<p>£2 600 (SOL)</p> <p>£ 300</p> <p>Rewards and incentives</p>
Wider participation in learning outside the classroom; educational trips and visits to support cross curricular experiential learning.	Subsidise educational trips and visits to support learning and promote cross curricular skills and understanding.	Trips and visits engaged children and were motivating. Learning was more experiential and contextualised.	<p>While visits usually supported subsequent writing of recounts, impact on writing needs to be more widely and systematically planned so that visits support vocabulary and writing a wider range of text types.</p> <p>Professional development needs to support this. The sue of visits as stimuli for learning we be developed to support , metacognition and self - regulated learning.</p>	£860

3. Prior Year attainment		
Attainment for: 2017-2018 (pupils) Whole school	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths Y6	43%	50%
% achieving expected standard or above in reading Y6	57%	63%
% achieving expected standard or above in writing Y6	71%	50%
% achieving expected standard or above in maths Y6	43%	100%
% achieving expected standard or above in reading, writing and maths Y2	0%	44%
% achieving expected standard or above in reading Y2	13%	63%
% achieving expected standard or above in writing Y2	13%	63%
% achieving expected standard or above in maths Y2	0%	9%
% achieving expected standard or above in phonics Y1	50%	79%
% achieving expected standard or above in GLD	46%	63%
4. Barriers to future attainment (for pupils eligible for PP, including high ability) Please refer to the EEF documents Teaching and Learning Toolkit, Families of schools database and Evaluation Tool and also the Pupil Premium Awards website		
In-school barriers		
A.	Learning to learn behaviours are not embedded across the school and this is a strategic priority for 2018-19 ARE .	
B.	Previous underachievement means that learning needs to be accelerated so that pupils can attain	
C.	Effective provision for SEND pupils is a priority area for development so that specific needs can be met in order to accelerate progress.,	
External barriers		
D.	E Attendance continues to be below national minimum expectation and a number of children eligible for Pupil premium are persistent absentees	

E.	F Some of the children who are eligible for Pupil premium funding have complex needs including social emotional and mental health issues.
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5. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>The progress of children eligible for pupil premium will accelerate so that the gap between PP and other children is diminished.</p> <p><i>2017-18 progress gap across the school :</i> <i>Reading 18%</i> <i>Writing-15%</i> <i>Maths -7% (In classes where maths mastery was well implemented PP children made accelerated progress)</i></p>	<p>All disadvantaged children will receive some targeted support which will be reviewed at PPM meetings.</p> <p>Targeted interventions will have clear and ambitious exit criteria which address underachievement</p> <p>Children who receive targeted interventions will make accelerated progress (4 points if measured by SPTO).</p> <p>The attainment of pupils in receipt of Pupil premium grant is the same as all pupils nationally.</p>
B.	<p>The attendance of pupils eligible for PP grant will improve so that it is in line with other children (3% gap 2017-18)</p>	<p>Pupil premium children at risk of poor attendance will be closely monitored, supported and challenged</p> <p>Alternative provision for PP children with significant SEMH needs will be increased.</p> <p>PP attendance increases to 96 % and is in line with all pupils nationally.</p>
C.	<p>Behaviour of pupil premium children will be in line with all children nationally.</p>	<p>The number of red cards, yellow cards and fixed term exclusions received by PP children will decrease.</p> <p>The rate of fixed term exclusion is in line with national (2.29)</p> <p>This will be tracked for individual children</p> <p>The number of PP children attending stay on green reward will increase and be in line with other children.</p>

6. Planned expenditure

Academic year	2018/19
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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

Issue identified	Action to be taken	What is the evidence and rationale for this choice?	Intended outcome	Staff lead	Expected life span of	Costs
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					strategy (months/Years)	(Does this include non PP funding in addition?)
Teaching and learning of Writing	Power of Reading approach integrated into teaching of writing	Work scrutinies identified that the provision of high quality engaging and stimulating writing activities was not consistent across the school	<p>Power of reading supports the whole text –cross curricular writing approach introduced last year.</p> <p>Teachers develop and employ a repertoire of engaging activities to support and inspire writing.</p> <p>Attainment is the same as all children nationally.</p> <p>Pupil engagement in writing, improves.</p> <p>Pupils’ use of vocabulary improves.</p>	HA	September to July (Professional development focus in terms 1 and 2)	Power of Reading subscription £600
	Maths mastery R,Y1,Y2	Maths mastery approaches have been effective and PP children have made good progress where they have been consistently implemented across the year. (Y5 and Y3 mean progress 4.6 PP children)	<p>PP children make good progress in Reception</p> <p>7 Pupil premium children who did not attain 2 in EYFS make accelerated progress.</p>	HA	September to July	£2 835 £450 travel.

			PP child in Y2 who did not attain in y1 makes accelerated progress and attains Expected standard in Y2			
Teaching of Reading: Guided reading approach developed	Whole class reading – developing a reciprocal reading approach Y3,4,5,6	Whole class reading was piloted in y3 last year. It was a highly effective strategy. PP children made 3.8 points progress. All children made 4 points progress. (This strategy will be underpinned by children working on Headstart materials as an intervention, Early morning work and as part of the whole class approach)	Reading has a clear focus linked to content domains- which is systematically developed throughout the week. All children (working at or towards age related expectations make accelerated progress) The attainment of disadvantaged pupils is the same as all pupils nationally.	BM (supported by HA)	Jan- July	£300 INSET £ 1500 purchase of sets of texts.
ii Targeted support						
Issue identified	Action to be taken	What is the evidence and rationale for this choice?	Intended outcome	Staff lead	Expected life span of strategy (months/Years)	Costs (Does this include non PP funding in addition?)

<p>New arrivals eligible for PP show low Communication and language skills</p>	<p>Boromi resources used as stay and play intervention with targeted families.</p> <p>TA deployed to support communication and language through adult led activities</p>	<p>Baseline data tbc</p> <p>7 out of 13 di</p>	<p>Accelerated progress in speaking, listening and attention listening and understanding .</p> <p>PP children with no additional SEND issues attain expected standards in communication and language (Speaking, listening attention and understanding</p>	<p>H Adams with Lexie smith</p>	<p>3 terms with review at end of each term</p>	<p>£405 (Purchase resources) £ 1400 (TA time for delivery)</p> <p>£2000</p>
<p>Accelerate pupil progress in reading Pupil attainment gap in reading was 18% across the school in 2017-18</p>	<p>Daily reading with targeted children</p> <p>1 month Intensive daily support phonics for under attaining Y3 and 5 children</p> <p>Group intervention to develop</p>	<p>Progress of PP children against other was less (3.2 compared with 3.5) but children who received individual and group interventions made accelerated progress. Eg Y1, Y5,</p> <p>PP children in y3 and 5 significantly below ARE. Highly experienced and effective teacher</p> <p>Pupils who exceeded age related expectations</p>	<p>Named children make accelerated progress against baseline data.</p> <p>The targeted outcome (Phonics phase and book band level) for each individual child will be specified on intervention strategy plan for each year group.</p> <p>Children who are working within or</p>	<p>HA with AD</p>	<p>From January: reviewed termly at PPM meetings</p> <p>From September: 10 week cycles of support-reviewed at PPM</p>	<p>£8100</p> <p>£2500</p>

	<p>comprehension 2 a-h. Pixl (Y5 and 6) PIXL Y2 and reading between the lines Headstart Y2,3,4,5</p>	<p>at KS1 are underachieving at KS2</p>	<p>towards age related expectations will make accelerated progress (ie more than 3.5 points) on SPTO tracker.</p> <p>The attainment of disadvantaged children is the same as all pupils nationally.</p>		<p>Y6 Sept- May Y5 May-July Y2 Jan - June</p>	<p>£4000 Pixl training , support and travel</p>
<p>Accelerate pupil progress so that the gap in attainment is narrowed in mathematics.</p> <p>Attainment gap in mathematics was 7% 2017-18.</p>	<p>Maths with parents (Y1 and Y2)</p> <p>PIXL maths support Y2 5, 6</p> <p>Maths keep up or pre teaching Y1, 2,3,4,5</p> <p>Maths gap filling Y3</p>	<p>Overall PP children made less progress than non (3.1 points compared with 3.5). However, in Y3 and 5 where mastery maths approaches were well implemented PP progress was in line with or better non non-PP and better than expected</p>	<p>Named children make accelerated progress against baseline data.</p> <p>The targeted outcome for each individual child will be specified on intervention strategy plan for each year group. 50% of children eligible for PP funding in Y6 attain expected standard. 100% of disadvantaged children in Y2 attain expected standard.</p> <p>Children who are working within or towards age related expectations will make accelerated progress (i.e. more</p>	<p>HA with AD</p>	<p>Sept-July</p> <p>Y6-Sept-May Y5 May-July Y2- Jan-Jun</p> <p>TA led 2.30-3.00 2x per week Y1,2, Sept- July</p> <p>Intervention led by experienced teacher</p> <p>Further interventions led by TA</p>	<p>£1500 TA delivery £100 class sets</p> <p>£4000 Pixl support, training and travel</p> <p>£1500</p> <p>£600</p> <p>£1500</p>

			<p>than 3 .5 points) on SPTO tracker.</p> <p>The attainment of disadvantaged children is the same as all children nationally.</p>			
<p>Accelerate progress in phonics so that the attainment gap is reduced in Y1 (In 2018 50% of PP children attained a phonics pass compared with 75% of other children)</p>	<p>Differentiated phonics groups</p>	<p>Targeted support in phonics meant that most children made good progress from a low baseline. 50% in Y1 is cohort of 2 children. PP child who did not attain was 1 mark off. 4 children in Y2 did not pass phonics retake. Continued work on earlier phases needed.</p>	<p>6 of 8 PP children who attained a 1 on literacy at EYFS make accelerated progress to attain phonics pass</p> <p>The attainment of disadvantaged children is the same as all pupils nationally. The Y1 PP child who did not pass Y1 screening passes Y2 retake.</p> <p>1 of 4 Y3 PP children who did not pass phonics retake in Y2 pass internal retake by end of term 1. 2 other children complete phase 3.</p> <p>Y2 PP child who did not pass in Y1 attain pass in y2 retake.</p>	<p>HA with LH</p>	<p>1 hour per day 2 TAs Sept to July.</p>	<p>£2900 TA time</p>

<p>Accelerate pupil progress in writing so that the attainment gap is reduced.</p> <p>Attainment gap between PP and other children was 15% in 2018-19</p>	<p>Writing conferencing</p> <p>After school writing tutoring for Y6</p> <p>Self-regulated learning Piloted by senior teacher 4 weeks (Introduced across KS2 from term 2)</p>	<p>Writing conferencing was piloted in y4, 5 and 6 and where teaching was good writing conferencing was an effective strategy and accelerated children's progress. Self-regulated learning will further develop and focus this approach and will link with learning skills strategic priority.</p> <p>Progress of PP children was in line with others across the school. There was differential between year groups effective interventions accelerated the progress of some children in y5 and other children's progress was lower).</p>	<p>Named children make accelerated progress against baseline data.</p> <p>The targeted outcome for each individual child will be specified on intervention strategy plan for each year group.</p> <p>Children who are working within or towards age related expectations will make accelerated progress (ie more than 3 .5 points) on SPTO tracker.</p> <p>The attainment of disadvantaged children is in the same as all children nationally.</p>	<p>HA with AD</p>	<p>Sept to July in 3 10 week cycles.</p> <p>0.5 FTE M6 teacher September</p>	<p>Yes</p> <p>£2000</p> <p>£1500 (self-regulated learning pilot)</p>
<p>Improve behaviour, and social and emotional skills of high profile children in upper KS2</p>	<p>Nurture provision</p> <p>Employ skilled and experienced TA (3 hours per day to develop learning behaviours and support children with SEMH issues</p>	<p>Nurture provision (Rainbow room) in 2017-18 led to a reduction in poor behaviour and consequences in terms of red cards and fixed term exclusions.</p> <p>High profile vulnerable children without EHCPs are concentrated in Y5 and 6 and these are the</p>	<p>Reduction in poor and disruptive behaviour Reduced FTEs and red cards. (Fixed Term Exclusions for PP are at the same rate as for all children nationally 2.29% of pupils in 2017)</p>	<p>LH</p>	<p>September to December 2018 then reviewed</p>	<p>£18 500 0.3 AP</p> <p>£9 000</p> <p>£1200</p>

	Engage behaviour support team to advise on support for pupils with SEMH leading to poor behaviour	focus for support. All 5 children subject to FTEs last year, and this included 2 (out of only 3 children across the school) in summer term 6	Improved social and emotional skills including self-esteem against baseline data Improved learning skills and metacognition against baseline data			
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iii Whole school strategies

Issue identified	Action to be taken	What is the evidence and rationale for this choice?	Intended outcome	Staff lead	Expected life span of strategy (months/Years)	Costs (Does this include non PP funding in addition?)
Poor attendance of PP group . negative impact on pupil attainment	Work with SOL consultancy to monitor and track Office staff monitor and report attendance daily so that immediate action can be taken Develop system of weekly and termly whole class and individual rewards and incentives	PP attendance was below other children and significantly below national expectations. (91.7% compared with 94.7%) High levels of persistent absenteeism (25.7% in the PP group) means that poor attendance has a detrimental impact on achievement and wellbeing. The figure is higher than the previous year (20.83). this is partly because 2 children on reduced timetable have returned to us this year following	PP premium is in line with non-pupil premium and the attendance of both groups is 95% Persistent absenteeism of children is reduced so that it is in line with other children nationally (10% 2016-17) Attendance and punctuality is the same as non-pupil children nationally.	HA	Sept to July	£1500 admin costs for monitoring, letters and referrals £ 2800 SOL Consultancy £600 rewards and incentives

		placements in other settings breaking down				
Behaviour for learning	<p>Develop teaching and learning of key learning skills. Embed through curriculum assemblies and link to behaviour reward system</p> <p>Introduce metacognition and self regulated learning- initially through writing activities following high quality and engaging stimulus activity.</p> <p>Engage behaviour support team to advise on support for pupils with SEMH leading to poor behavior</p>	<p>Pupils behaviour improved. There were fewer incidences of extreme and anti-social behaviour.</p> <p>However pupils lack the learning skills to enable them to achieve their full potential.</p>	<p>Children understand and can name key learning behaviours</p> <p>They develop strategies to use the skills to support their learning.</p> <p>The learning skills are promoted and discussed in assemblies 3 x per term.</p> <p>Learning skills are linked to behaviour reward system.</p>	LH	September to July	<p>£600 CPD</p> <p>£600 rewards and incentives</p> <p>£1200</p>

<p>Pupil engagement- and provision of high quality activities to support and stimulate writing</p>	<p>Provide high quality learning activities and pupil engagement through partnership with other providers and educational visits.</p>	<p>Pupils responded very well to education visits supported through PP funding. They behaved well and enjoyed the activities</p> <p>These visits supported high quality writing activities and cross curricular links.</p>	<p>Pupils are engaged and enjoy their learning.</p> <p>They are confident , motivated take pride in their work and are keen to achieve.</p> <p>Pupils experience a broad range of cultural and scientific activities.</p> <p>Activities support self regulated learning, metacognition, writing and cross curricular links</p>	<p>HA</p>		<p>£ 2 100 (£300 per class investment in high quality learning experiences</p>
<p>Partnership with parents- develop joint capacity to support children's learning</p>	<p>Boromi stay and play</p> <p>Maths with parents</p>	<p>Parents of PP children are underrepresented at consultation and information activities.</p>	<p>Invited parents of PP children attend well.</p> <p>Parent confidence and understanding of how to support learning is increased- baseline and exit survey</p>	<p>HA</p>	<p>See above Boromi and Maths with parents.</p>	<p>See above</p>
<p>Support for punctuality</p>	<p>Subsidise places at breakfast club for disadvantaged children who are persistently late.</p>	<p>Poor punctuality means that a minority of children miss crucial phonics and reading lessons</p>	<p>Punctuality improves so that children do not miss phonics and reading lessons</p>	<p>HA</p>	<p>Sept-July</p>	<p>£600</p>
<p>Hunger</p>	<p>Provide toast for all children before playtime.</p>	<p>Some children are arriving at school without eating breakfast.</p>	<p>Improved learning and behaviour. Fewer</p>	<p>HA</p>	<p>September-July</p>	<p>£700</p>

		Hunger and low bloodsugar have negative impact on behaviour and learning.	behaviour incidents in orning			
					TOTAL COST	£79 080

7. Additional detail