

Pupil Premium Spending 2019/2020

2019/2020

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Britannia Pupil Premium Strategy Statement 2019/2020



1. Summary Information					
School	Britannia Community Primary School				
Academic Year	2019-2020	Total PP budget	£63,880 Total spend- £69,605.82	Date of most recent PP review	September 2019
Total Number of Pupils	226	Number of pupils eligible for PP	41	Date for next review of this strategy	February 2020

Current Attainment				
	Pupils eligible for Pupil Premium (school data) 2018-2019	Pupils eligible for Pupil Premium (school data) 2017 - 2018	Pupils eligible for Pupil Premium (school data) 2016 - 2017	Pupils not eligible for Pupil Premium National Average 2018-2019
% GLD at the end of EYFS	100% (3 pupils)	66.7% (3)	33% (3)	72%
% working at standard Year 1 phonics	75% (4 pupils)	66.7%(3)	50%	82%
% KS1 age related expectations Reading	66.7% (3 pupils)	50% (10)	63% (8)	75%
% KS1 age related expectations Writing	66.7% (3 pupils)	50%	32.5%	69%
% KS1 age related expectations Maths	33.3%(3 pupils)	50% GD-10%	37.5%	76%
% KS2 age related expectations Reading	6 children Expected – 33% 6 children High standard – 16.7% Additional child – 7	66.7% (3 CHILDREN) High standard- 33%	82% (11 pupils in cohort but currently only 9 accounted for in ASP. This data shows 11) High standard-27%	73%

	Expected - 43% High standard- 14%			
% KS2 age related expectations Writing	6 children Expected – 33% 6 children High standard – 0% Additional child – 7 Expected - 43% High standard- 14%	100% GD- 0%	73% Greater depth- 36%	79%
% KS2 age related expectations Maths	6 children Expected – 83% 6 children High standard – 0% Additional child – 7 Expected – 86% High standard- 0	100% High – 33%	75%	79%
% KS2 related expectations GPS	6 children Expected – 50% 6 children High standard – 0% Additional child – 7 Expected – 57% High standard- 0	100% GD- 66.7%	75%	78%
Progress in Reading across KS2	-1.8 (PP non SEN 0.3)	1.5	-1.37	
Progress in Writing across KS2	-5.1 (PP non SEN was -2.5)	2.3	-0.2	
Progress in Maths across KS2	Maths 1.2 (PP non SEN 2.6)	2.7	-0.27	
% KS2 age related expectations Reading, Writing and Maths combined	RWM at expected Combined- 33% (6) Additional child RWM – 43%	66.7%	25%	65

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

In-School Barriers (issues to be addressed at school)

A	Pupils often enter Reception below typical in Communication and Language, PSED, Literacy and Maths. Baseline indicates children begin school at lower starting points.
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B	Emotional and behavioural problems are a problem for some of the pupil premium children which acts as a barrier to learning. PP children are less resilient learners.
C	PP children working below ARE.
External Barrier	
D	To provide enhanced learning opportunities and support for the PP children as a consequence to limited resources within some families and household .
E	Access to support with home learning and engagement of parents in the learning process.
F	High ability pupils eligible for PP do not have access to a wide range of vocabulary at home and they have less experiences to draw upon.
G	Attendance for pupil premium is 96.3% and others is 97.7%. This reduces the number of school hours and causes them to fall behind although this is increasing on a three year upward trend.
H	Limited life experiences and exposure to culture and literature

4.Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A	Standards in communication and language and in reading and phonics are improved for pupils eligible for PP across EYFS and KS1. The gap is closing.	<p>Pupils eligible for PP in Reception class make rapid progress by the end of the year so that pupils meet age related expectations. Pupils will have made significant progress from their starting points (evidenced in baseline)</p> <p>Children in Year 1 and 2 make rapid progress in reading in order to close the gap further. Pupils in Year 2 with PP improve their phonics and reading skills.</p> <p>Training for staff in early years and Talk one has a positive impact upon pupil progress. Lesson observations demonstrate high quality teaching and learning.</p>
B	Emotional and behavioural problems are a problem for some of the pupil premium children which acts as a barrier to learning. PP children are less resilient learners.	<p>Emotional support provided for all PP children throughout the year in order to ensure that they are able to focus on learning.</p> <p>Observations show that PP children are developing into resilient learners and are making rapid progress.</p> <p>There will be a continued reduction in the number of behaviour problems for this group of children over the year due to lego therapy, nurture group and social and family support sessions.</p>
C	PP children working below ARE and many have SEND.	<p>Intervention and provision is successful which results in pupil premium making good progress throughout the year. More PP children reaching expected levels of attainment in reading, writing and maths.</p> <p>Develop the teaching of spellings in a structured and systematic way in order to support all PP pupils. Using read write inc and additional spelling sessions to close the gaps.</p>

		<p>Use of IDL and additional ipads supports literacy development.</p> <p>Pupil premium children can explicitly discuss their learning using a wide vocabulary.</p> <p>High quality vocabulary displays are frequently referenced and used. Use of subject knowledge maps and low stakes testing supports knowledge retention.</p> <p>Immediate intervention within lessons means that PP children are able to keep up with the class.</p>
D	To provide enhanced learning opportunities and support for the PP children as a consequence to limited resources within some families and household.	<p>Children to take part in a variety of enrichment experiences to enhance learning and skill development (this will include an opportunity for the high ability 5/6 PP to participate in the creation of a school newspaper.</p> <p>Monitor access to clubs and additional activities.</p> <p>Opportunities for musical tuition through brass.</p> <p>All PP children have achieved 25m by the end of Year 5 and additional swimming intervention planned for those who are still falling behind.</p>
E	Access to support with home learning.	<p>Increased numbers of PP children completing their homework and increased frequency of reading. Questionnaires show that there has been an increase in parental engagement with homework and learning.</p> <p>Updates to website so that parents are able to access further information about the curriculum.</p> <p>Increase in attendance at topic afternoons and reading mornings.</p>
F	Challenge for high ability with a focus on vocabulary PP children to ensure sustained rates of progress.	<p>More able PP children accessing challenging texts and reaching/maintaining a high standard.</p> <p>Q of T improved to ensure that all children are challenged across the curriculum.</p> <p>Observations show that more able are adequately challenged and supported in the teaching sessions.</p> <p>Effective questioning is used throughout the curriculum to encourage depth of learning.</p>
G	Attendance for pupil premium is 96.3% and others is 97.7%.This reduces the number of school hours and causes them to fall behind.	Increased rates of attendance for PP children in line with other pupils. Reduced PA for this group of children.
H	Pupils eligible for PP are exposed to wide range of extra-curricular trips and visits that expand their horizons.	Pupils eligible for PP take part in a wide range of sporting or adventurous activities.

5.Planned Expenditure

Academic Year 2019/2020

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

1. Quality of teaching for all - £29,515

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 it?
Standards in communication, PSED and language and in English and Maths are improved for pupils eligible for PP across EYFS and KS1. The gap is closing.	<p>Additional TA hours across KS1 to promote oracy ,reading and basic skill development. (3 days per week- £6840)</p> <p>Early writing and Talk one writing course for EYFS/KS1 – cost £2300</p> <p>PSED Lets Grow project in school – release time for staff £500</p> <p>RWI phonics – children in small groups and are reassessed regularly. (5x TA daily 30 mins for 38 weeks)</p> <p>Development days and training from RWI consultant £1000</p> <p>Total from PP- £10,640</p>	<p>High quality feedback and oracy skills will have a long term impact upon the attainment of many of our PP children.</p> <p>EEF phonics structured approach impacts upon pupil progress.</p> <p>Let’s Grow project proven to support resilience and independence of learners.</p> <p>High quality training and feedback impacts upon quality of teaching and learning.</p>	<p>Monitoring of interactions within the Reception and Year 1 /2 class to ensure that children are being encouraged to develop their oracy skills- practicing saying sentences and through the development of phonics teaching. Monitoring of small focused phonics groups.</p> <p>Monitoring impact of training.</p> <p>Intervention planning and pupil progress meetings.</p> <p>Observations of interventions.</p>	KI/NL	
Challenge for high ability PP with a focus on vocabulary children to	<p>Further develop reading materials for AGT PP in KS1(£500)</p> <p>Additional release time to monitor closely AGT with a focus on PPx£300</p>	<p>Less PP children reaching and maintaining high attainment. We want to ensure that PP children can achieve high</p>	<p>Courses selected</p> <p>INSET training</p> <p>Moderation of greater depth and high standard.</p>	SC/LS	Feb 2020

<p>ensure sustained rates of progress.</p>	<p>AGT cluster events 1 hour per half term. (1 hour teacher time per half term)</p> <p>Focus on additional AGT activities for PP children where appropriate (Lancashire AGT northwest materials) £500 costs.</p> <p>Additional class support to push and challenge more able PP children.</p> <p>Further challenge for PP children across the curriculum especially in history, geography and DT. Additional training costs £3000</p> <p>Additional science challenge materials - £75</p> <p>Vocabulary displays in school are of a high quality.</p> <p>Total cost from PP- £4,375</p>	<p>attainment as well as simply meeting expected standards. School want to provide all teachers with practices in order to provide stretch and encouragement for these children.</p>	<p>Observations with a focus on challenge.</p> <p>PP walkthrough</p>		
<p>PP children less resilient and collaborative as learners</p>	<p>MNP approach in school to develop collaborative learning- resource costs £2000</p> <p>Additional intervention within lesson to provide instant catch up. £10,000</p> <p>PSED let's Grow project in Reception</p> <p>Increase parental engagement through regular topic afternoons, reading mornings and teachers approaching parents.</p> <p>Total from PP - £12000</p>	<p>Based on Carol Dweck's theory of growth mindset and learning. School want to develop the mindset culture and develop the ethos across school. School also want to develop the cooperative learning in the classroom so that children are supportive of each other's learning and the ceiling is removed for all pupils.</p>	<p>Monitoring of PP children within all areas of the curriculum.</p> <p>Discussions with children about learning.</p>	<p>SC/DT</p>	

Implement IDL to support spelling and reading. Timestable rockstars	Purchase of 6 Ipads- £2000 Cost of IDL- £400 Cost of timestables Rockstars	PP children are nationally working below the level of their peers in spelling achievement. Standards in English are lower in this group.	Monitoring of IDL intervention Monitoring of teaching and of progress of pupil premium children	CN/SC	
2. Targeted Support - £ 36,290.82					
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 it?
Standards in communication and language and in reading and phonics are improved for pupils eligible for PP across EYFS and KS1. The gap is closing.	Targeted phonics for EYFS and KS1 – (Daily additional TA support for small focused groups) £3800 Additional fast track phonics session in Year 2- x 3 sessions per week –4 x 20 mins TA support (£475) Additional speech and language one to one sessions. (Daily sessions £1000) Total cost from PP- £5,275	Children are starting school with lower than average oracy skills and those children who do not develop language skills attain less well throughout school career. It also impacts upon progress in reading and writing.	Additional training for staff and teachers. Intervention groups set up and managed well by the teachers. This is reflected within the provision map and pupil progress meetings. Children making accelerated progress in reading and phonics in Year 1 and 2 and CLL in Reception.	KI/NL/SC And KS1 staff	Termly review for impact.
Standards and rates of progress improve for children working below ARE	A range of interventions both small group and one to one sessions (including precision teaching, IDL, spelling, toe by toe, number sense, timetables and writing) £10,000 Better reading sessions- 6 hours TA intervention time. £2207.04 Additional mop up sessions with TA following the morning sessions.	Children working below ARE require additional support in order to close the gap.	Pupil progress meetings monitoring the success of interventions and provision. Observations of interventions	Ks leaders SENCO HT	Termly pupil progress meetings.

	<p>Maths intervention daily within the lesson teacher and TA time.</p> <p>Additional reading time.</p> <p>Children targeted within all curriculum subjects and asked high quality questions.</p> <p>Total cost £17000</p>				
<p>Challenge for high ability PP children to ensure sustained rates of progress.</p>	<p>Additional targeted support in class to ensure that children are being moved on with their learning and supported through mop up work in the afternoon. (£5000- TA support across the classes)</p> <p>When selecting reading materials, PP high ability being encouraged to select a wider range of books.</p> <p>MNP approach – challenge and extension approach targeted at all more able children, including those eligible for PP.</p> <p>£5000- Total cost</p>	<p>Less more able PP children being targeted to work at greater depth.</p>	<p>Pupil progress meeting Observations within the sessions. Focus of pupil discussions.</p>	<p>Class teachers.</p>	<p>Ongoing through scrutiny.</p>
<p>To provide enhanced learning opportunities and support for the PP children as a consequence to limited resources within some families and household.</p>	<p>All PP children targeted in order to ensure that children access additional clubs and activities beyond the school day in order to enrich their experiences at school.</p> <p>(Hearts and Voices, librarians, sports clubs and competitions) £1000</p> <p>Opportunity to attend sporting events throughout the year- such as Rugby. (£500)</p> <p>AGT cluster meetings and North west hub support.</p> <p>Brass support for Years 4-5. (£ 2000)</p>	<p>The AfA agenda evidence show that developing wider outcomes can influence attainment for pupils.</p>	<p>Monitored throughout the year and pupil premium children access extra - curricular through subsidized costs.</p>	<p>SC</p>	<p>Ongoing.</p>

	<p>Monitoring of attendance at extracurricular clubs and competitions throughout the year. (time to complete office time £2000 throughout the year)</p> <p>Additional swimming teacher Total cost - £5500</p>				
<p>Targeted support to improve access to support for home school learning. More PP children producing a better quality homework.</p>	<p>New website and continue to develop new website content to support parents with terminology and vocabulary .</p> <p>Additional support for parents through workshops – £1000 release time throughout the year.</p> <p>Homework club for PP children and other vulnerable children. (half an hour per week x 38 weeks) £190</p> <p>Additional support for children to complete home learning within school weekly.</p> <p>£1190</p>	<p>Supporting parents will assist them in supporting their children. Removing barriers of them not understanding.</p>	<p>Monitor quality and frequency of homework for PP children.</p> <p>Track engagement with website.</p>	SC	Feb 2019
<p>Emotional and behavioural problems are a problem for some of the pupil premium children which acts as a barrier to learning. PP children are less resilient learners.</p>	<p>TA nurture additional time 1 hour. 3 hours per week @total year cost of £1325.82</p> <p>PSHE association and cluster training cost -£ 1000</p> <p>Additional class support for children with emotional and behavioural problems to ensure that they are taught strategies.</p> <p>Mindfulness minutes throughout the day.</p> <p>Additional training around ACES and emotional health.</p> <p>£2325.82</p>	<p>Develop parental understanding of emotional health. If children are emotionally secure, then they will be able to concentrate on their learning. Some of our children have difficulties in controlling their emotions and behaviour.</p>	<p>Vulnerable children monitored and PP access monitored throughout the year.</p>	LL/SC	<p>Pupil review meetings</p> <p>Family support workers meetings.</p>
<p>3.Other Approaches - £ 3800</p>					

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 it?
To provide enhanced learning opportunities and support for the PP children as a consequence to limited resources within some families and household .	<p>Ensure that provision for PP is available and that children are able to access clubs and additional opportunities across the year. £1500 This includes access to additional swimming provision where appropriate funded by the school and bikeability sessions where children are able to borrow a bike.</p> <p>Monitoring of clubs for PP children half termly - £300</p> <p>Total cost £1800</p>	<p>Research has shown that those children who access additional provision through school clubs, trips and enrichment perform better at school.</p>	<p>Monitor visitors and opportunities for all year groups to ensure a broad and balanced experiences across the year.</p> <p>Ensure that school trips are subsidized and additional music lessons are available where appropriate.</p>	JR/SC	
Access to support with home learning.	<p>Continue to develop training for parents (Release time for staff -£500)</p> <p>Homework club supportive and additional reading sessions timetabled in every class for PP children.</p> <p>Additional support for children to complete home learning within school time.</p> <p>New school website to develop parental engagement.</p> <p>Topic afternoons and reading mornings to further engage parents.</p> <p>Total cost - £500</p>	<p>One of the key reasons parents say that they don't support children is a lack of understanding of strategies taught in school. If further information is provided parents may feel more able to support learning.</p> <p>Homework club to reinforce learning in school and provide a positive view of home learning.</p>	<p>Monitoring of attendance of PP parents and impact upon homework frequency.</p> <p>Attendance of PP children at homework club.</p>	SC and CT	
Attendance for pupil premium is 96.3% and others is 97.7%. This reduces the number of school hours and causes	<p>Additional office member of staff to track attendance and follow up on absences. (2 hours per week @ total cost for year of £1000)</p> <p>Attendance awards in place and celebrated each term. £500</p> <p>£1500 -total cost</p>	<p>Briefing for school leaders identifies addressing attendance as a key step and achievement for all philosophy.</p>	<p>Briefing of support with existing absence issues. Collaborative approach to ensure that systems are efficient and effective.</p>	JR/NL/SC	

them to fall behind.			Attendance will improve for PP children. Pupil Premium lead (SC) and JR (office) to monitor attendance of PP children every two weeks using Target Tracker so appropriate measures can be put into place to make sure PP children are attending school regularly.		
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Reviewed Expenditure 2018/2019

Quality of teaching for all / Targeted support/ Other approaches

Desired Outcome	Chosen action	Impact	Lessons learned	
Standards in communication and language and in reading and phonics are improved for pupils eligible for PP across EYFS and KS1. The gap is closing.	<p>Additional TA hours in reception and Year 1 to promote oracy and reading development. (apprentice) £5000 Talk Boost training September and R/1/2 intervention (3x 20 mins TA group) Training cost £300</p> <p>Training for EYFS and KS1 staff around improving boys literacy. £1000</p> <p>RWI phonics – children in small groups and are reassessed regularly. (5x TA daily 30 mins for 38 weeks)</p> <p>RWI resources - £6000</p>	<p>All three PP children achieved a GLD at the end of Reception. GLD- 100 %</p> <p>Teaching of RWI phonics is consistently good.</p> <p>93 % of children achieved the expected standard in the phonics screen. 75% of pupil premium children achieved the expected standard in the phonics screen.</p>	<p>RWI phonics and talk for writing strategies supporting language development and literacy development.</p> <p>High quality training for all staff involved has improved outcomes and quality of teaching and learning. This has increased the rates of pupil progress.</p>	

	<p>Development days and training from RWI consultant £3000</p> <p>Total from PP- 15,300</p>			
<p>Emotional and behavioural problems are a problem for some of the pupil premium children which acts as a barrier to learning. PP children are less resilient learners.</p>	<p>TA nurture additional time 1 hour. 3 hours per week @total year cost of £1325.82</p> <p>Team teach training £300</p> <p>PSHE association and additional training cost -£ 500.</p> <p>Additional class support for children with emotional and behavioural problems to ensure that they are taught strategies.</p>	<p>Children identified for nurture and emotional support quickly. Following support there is a reduction of incidences and children</p> <p>All of the pupil premium children have accessed some level of TA support and intervention throughout the year.</p> <p>Behaviour logged on cpoms shows a reduction in incidents by term throughout the academic year as a result of the additional support. Out of the 14 children with behaviour incidents – 8 of these accessed additional outside agency support. (case study)</p>	<p>Nurture and additional support identified straight away .</p> <p>Additional support and staff training around teams teach and de-escalation have supported a reduction of incidents.</p> <p>Next step – additional training for all staff around ACES and additional support. Continue with nurture and access to additional support/agencies. Nurture support groups. Continue to embed PSHE and online safety through new schemes of work/ develop SCARF approach in school.</p>	

<p>PP children working below ARE and many have SEND.</p>	<p>A range of interventions both small group and 1.1. sessions (including precision teaching, spelling, toe by toe, number sense, times tables and writing) £10,000</p> <p>Better reading partners purchase of training and resources - £600</p> <p>Better reading sessions – 6 hours TA intervention time £2207.04</p> <p>Additional mop up sessions with TA following the morning sessions.</p> <p>Maths intervention daily 15 mins teacher and TA time.</p> <p>Additional reading time. Children targeted within the lessons.</p> <p>Pirate Write intervention to target children working below A.R.E. in Writing in KS2. 4 x 1 hour sessions per week – (£3840)</p> <p>Additional intervention support from DHT-6 hours per week. £7980</p> <p>Total cost £24,627</p>	<table border="1" data-bbox="869 159 1150 797"> <thead> <tr> <th colspan="4">PP</th> </tr> <tr> <th>N°s</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4.7</td> <td>5</td> <td>5</td> </tr> <tr> <td>3</td> <td>6.3</td> <td>6.3</td> <td>6</td> </tr> <tr> <td>10</td> <td>7.4</td> <td>6.7</td> <td>6.8</td> </tr> <tr> <td>8</td> <td>5.7</td> <td>5.7</td> <td>5.6</td> </tr> <tr> <td>5</td> <td>5.8</td> <td>5</td> <td>4.6</td> </tr> <tr> <td>7</td> <td>6.4</td> <td>6.4</td> <td>6.3</td> </tr> <tr> <td>6</td> <td>8.8</td> <td>7.5</td> <td>7</td> </tr> <tr> <th colspan="4">PP NON SEN</th> </tr> <tr> <th>N°s</th> <th>R</th> <th>W</th> <th>M</th> </tr> <tr> <td>2</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>2</td> <td>6.5</td> <td>6</td> <td>6</td> </tr> <tr> <td>6</td> <td>6.8</td> <td>6.3</td> <td>6.3</td> </tr> <tr> <td>6</td> <td>6</td> <td>6</td> <td>6</td> </tr> <tr> <td>3</td> <td>6</td> <td>6</td> <td>5.3</td> </tr> <tr> <td>5</td> <td>6.4</td> <td>6.2</td> <td>6.4</td> </tr> </tbody> </table> <p>Internal data shows that children have made good progress across core subjects.</p>	PP				N°s	R	W	M	4	4.7	5	5	3	6.3	6.3	6	10	7.4	6.7	6.8	8	5.7	5.7	5.6	5	5.8	5	4.6	7	6.4	6.4	6.3	6	8.8	7.5	7	PP NON SEN				N°s	R	W	M	2	5	5	5	2	6.5	6	6	6	6.8	6.3	6.3	6	6	6	6	3	6	6	5.3	5	6.4	6.2	6.4	<ul style="list-style-type: none"> • Implement IDL for children who are struggling with reading and spelling across the school. • Develop fluency of times tables. • Update POPS and intervention maps to increase parental engagement. • Continue with MNP approach. • Continue to develop boys literacy engagement in English further. (Early writing training for EYFS, Talk one course for Year 1) 	
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<p>To provide enhanced learning opportunities and support for the PP children as a</p>	<p>All PP children targeted in order to ensure that children access additional clubs and</p>	<ul style="list-style-type: none"> • Register of clubs and trips show that all pupil premium 	<ul style="list-style-type: none"> • Swimming (Y5). 62% of PP children are able to swim 25 m 																																																																					

<p>consequence to limited resources within some families and household.</p>	<p>activities beyond the school day in order to enrich their experiences at school.</p> <p>(Hearts and Voices, librarians, sports clubs and competitions) £1000</p> <p>Opportunity to attend sporting events throughout the year- such as Rugby. (£500)</p> <p>AGT cluster meetings and North west hub support.</p> <p>Recorder groups and brass support for Years 3-5. (£2000)</p> <p>Monitoring of attendance at extracurricular clubs and competitions throughout the year.</p> <p>Monitor swimming skills of PP children and provide additional where possible. Total cost - £3500</p>	<p>children attended at least either one club or trip last year.</p> <ul style="list-style-type: none"> • A wide range of additional experiences have been provided for the children such as Bikeability, trips out (as noted in first column), various visitors to school etc. These are logged on each child's individual pupil premium tracker. • Children have been successful in learning an instrument and have performed to parents at three performances throughout the year. • Swimming skills of the children have improved but • Funding support for PP children has supported families further. • School has also supported with school uniform and shoes where necessary. 	<p>+ Additional swimming support will have to be provided this year for the 5 children who are unable to achieve this distance yet. (additional swimming teacher provided for Year 5)</p> <ul style="list-style-type: none"> • Continue with extra-curricular experiences and opportunities and track the attendance at these closely. • Continue to provide music tuition for Y5 children. • Look at the children who are selected to complete jobs and responsibilities in school. • Additional sports provision at lunchtime and playground buddy training for Year 6 pupils. <p>Children who participate more in school life and experience a wide range of activities increases pupil progress, self esteem and confidence.</p>	
<p>Access to support with home learning.</p>	<p>Continue to develop training for parents</p>	<ul style="list-style-type: none"> • Increase in children completing 	<p>Engagement of parents who were not supporting with</p>	

	<p>(Release time for staff -£500)</p> <p>Homework club supportive and additional reading sessions timetabled in every class for PP children.</p> <p>Total cost - £500</p> <p>Continue to improve website content to support parents with terminology.</p> <p>Additional support for parents through workshops – support for Maths and how to support children with reading.</p> <p>Homework club for PP children and other vulnerable children. (half an hour per week x 38 weeks) £190</p>	<p>homework PP- 80% of children were completing homework last year more regularly. 100% of parents attended parents evening or made contact to discuss their child's learning.</p> <ul style="list-style-type: none"> All PP children are heard read in school and classes provide opportunities for children to complete their homework in school. Website improved. Parent workshops provided in school but few PP parents attended. 	<p>home learning approached by teachers and more parents felt able to approach and discuss homework with the staff.</p> <p>Close monitoring of homework and reading competition meant that children who were not completing home learning were targeted and discussions held with parents.</p> <p>The new website should increase parental engagement further through an app based platform.</p>	
<p>High ability pupils eligible for PP do not have access to challenging texts at home to develop their use of language.</p>	<p>Challenge across the curriculum being developed and more evident.</p> <p>More able pupil premium children targeted to read more challenging texts in KS2.</p>	<ul style="list-style-type: none"> RWI books more challenging (pupils achieving in phonics screen) 17% of PP children on track to achieve GD at the end of KS2. 	<p>More challenging chapter books in Year 2 to increase .</p> <p>Continue to develop vocabulary progression across the curriculum and use of more complex language in all areas of the curriculum.</p>	
<p>Attendance for pupil premium is 95.5 and others is 97 This reduces the number of school hours and causes them to fall behind.</p>	<p>Additional office member of staff to track attendance and follow up on absences. (2 hours per week @ total cost for year of £1000)</p>	<ul style="list-style-type: none"> Attendance has increased from 95.3% in 2017-2018 to 96.3% in 2018-2019. For non-PP children, this percentage has 	<ul style="list-style-type: none"> Identifying attendance problems early is key and engaging parents as soon as possible, giving support and advice. 	

	<p>Attendance awards in place and celebrated each term. £200</p> <p>£1200 -total cost</p>	<p>increased from 96.9% to 97.7%.</p> <ul style="list-style-type: none"> • Although PP attendance is still below that of the non-PP children, attendance is improving. Quite a lot of PP children go on holiday during term time and have been fined when necessary. There is a lot of support for PP families which leads to increased parental engagement. • Attendance awards in place; children with 100% (5 of these were pupil premium – 11% of all PP children) received an award at the end of the year. • Weekly attendance awards in assembly are promoting discussion and excitement amongst the children due to what they can spend their money on if they win. 	<ul style="list-style-type: none"> • Continue to fine families who take their children out of school in term time. • Attendance awards are proving successful so continue with these. • Continue to closely track attendance. 	
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