

Hanwell Fields Community School - Pupil Premium Statement (2016-17)

| Summary Information | | | | | |
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| Academic Year | 2016/2017 | Total PP Budget | £92,417 | Date of most recent PP Review | November 2016 |
| Total Number of Pupils | 397 | Number of Pupils Eligible for PP | 64 | Date for next internal review of strategy | January 2017 |

| Current Attainment (RAISE 2016) | | | | | | |
|--|-------------------------|------------------------|--------------------|-------------------|--------------------|--------------------|
| | EYFS | | End Key Stage One | | End Key Stage Two | |
| | Pupil Premium | Non Pupil Premium | Pupil Premium | Non Pupil Premium | Pupil Premium | Non Pupil Premium |
| % Achieving GLD | 50% (National 52%) | 76% (National 69%) | | | | |
| % Achieving expected in reading, writing and maths | | | 28.6% | 60.5% | 33% (National 60%) | 56% (National 60%) |
| % Achieving expected in reading | 67% | 74% | 62% (National 78%) | 67.4% | 42% (National 71%) | 72% (National 71%) |
| % Achieving expected in writing | 56% | 80% | 46% (National 70%) | 65.1% | 58% (National 79%) | 89% (National 79%) |
| % Achieving expected in maths | Number: 56% SSM: 56% | Number: 84% SSM:88% | 54% (National 77%) | 69.8% | 50% (National 75%) | 67% (National 75%) |
| % Achieving above expected in reading | 0% | 20% | 23% (National 27%) | 39.5% | 0% (National 23%) | 11% (National 23%) |
| % Achieving above expected in writing | 0% | 8% | 8% (National 16%) | 23.3% | 17% (National 18%) | 50% (National 18%) |
| % Achieving above expected in maths | Number: 0% SSM: 0% | Number: 4% SSM: 6% | 8% (National 20%) | 25.6% | 0% (National 20%) | 17% (National 20%) |

| Attainment overview of other Year Groups (July 2016) | | | | | | | | |
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| | Year One | | Year Three | | Year Four | | Year Five | |
| | Pupil Premium | Non Pupil Premium | Pupil Premium | Non Pupil Premium | Pupil Premium | Non Pupil Premium | Pupil Premium | Non Pupil Premium |
| Reading Attainment | 40.5 | 40.7 | 51.2 | 52.3 | 56.6 | 56.4 | 61.0 | 62.3 |
| Writing Attainment | 39.8 | 40.3 | 49.8 | 51.0 | 57.0 | 56.2 | 60.8 | 62.4 |
| Maths Attainment | 39.3 | 40.0 | 48.2 | 52.3 | 57.0 | 56.6 | 61.6 | 63.0 |

Barriers to Future Attainment

- A. Differentiation does not always effectively support pupils eligible for pupil premium in making progress within lessons.
- B. Progress in reading for pupils eligible for pupil premium is low across the school. There is a particular weakness in inference and deduction with these pupils when analysing their strengths and weaknesses in reading.
- C. In the Early Years Foundation Stage, pupils eligible for pupil premium are making less progress with listening and understanding and moving and handling. This has slowed their progress in reading and writing. In addition, from Autumn 1-Summer 2 (2015-16), PP children made less progress in Physical Development and Self-Confidence and Self-Awareness when compared to the other areas of their learning. The lower progress made in these areas, (with Moving and Handling in particular), slowed their progress in both Reading and Writing.
- D. Oral language skills for pupils eligible for pupil premium are lower than for other pupils. This slows reading and writing progress.
- E. Children who are eligible for pupil premium do not show a consistent growth mindset across all areas of the curriculum, which has slowed their progress.

External Barriers to Future Attainment

- A. Attendance rates for pupils eligible for pupil premium are below 95%. This reduces their school hours and is contributing to the gap in attainment.
- B. Children who are eligible for pupil premium are disadvantaged in terms of their character development when compared to opportunities had by their peers.

| Desired Outcomes from Pupil Premium Spending | |
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| Outcomes | Success Criteria |
| A. Pupils eligible for pupil premium will make better than expected progress in reading, helping to diminish the difference between themselves and their peers. They will be able to confidently tackle inference and deduction questions when posed to them. | When comparing data from 2015-16 there will be clear improvement trends in attainment and progress for reading. Test analysis will show that children are successfully answering inference and deduction questions. The gap between children eligible for pupil premium and their peers will be diminishing. A higher level of children eligible for pupil premium will pass the phonics screening check. |
| B. Differentiation across the school will effectively support pupil outcomes. All pupil premium children will receive teaching where they make progress in every lesson. | All teaching will be consistently good and support children's outcomes. Triangulation will show that quality first teaching, accurate assessment and feedback is leading to good progress by children eligible for pupil premium. |
| C. In the Early Years Foundation Stage (Reception), pupils eligible for pupil premium will make good progress in reading and writing and outcomes in Listening and Understanding & Moving and Handling have improved. | When comparing data from 2015-16 there will be clear improvement trends in Listening and Understanding as well as Moving and Handling. The difference between children eligible for pupil premium and their peers will be diminishing. |
| D. Reading and writing progress for pupils eligible for pupil premium has improved when compared to 2015-16 and it is evident when speaking to children their oral language skills have improved. | When comparing data from 2015-16 there will be clear improvement trends in attainment and progress for reading and writing in all areas of the school. The gap between children eligible for pupil premium and their peers will be diminishing. |
| E. Children who are eligible for pupil premium show they have a Growth Mindset and consistently demonstrate this throughout all school subjects. | Pupil Voice, Learning Walks will show that children have a strong understanding of Growth Mindset. Children will know what to do when they are 'stuck' on a task and have increasing understanding of how to be a successful independent learner. |
| F. Attendance for children eligible for pupil premium is above 95%. All pupil premium children/families who have had attendance support have improved from 2015-16. | Attendance figures for all children eligible for pupil premium will have increased on individual basis. Average attendance for children eligible for pupil premium will be at or above 95%. |
| G. Children who are eligible for pupil premium access a range of opportunities to develop character education. This has a positive impact on well-being, academic and social development. | Pupil voice will show that pupils have a broad and balanced curriculum which is supporting the development of their character education. Staff voice will show the impact of this on academic performance and well-being. Parent voice will show that they value the impact this has on their children's education. |

| Planned Expenditure | | | | | |
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| Quality Teaching for All | | | | | |
| Desired Outcome | Chosen Action and Approach | Evidence and Rationale | How will you ensure this is implemented well | Staff Lead | Review Implementation |
| There is improved attainment for pupils eligible for pupil premium in Reception , KS1 and KS2. Particularly in reading and writing. | To embed a programme of lesson study and linked coaching to ensure progress of children and that differentiation is effective. | NCTL research and documentation around how this is successful in developing practise. Previously we have used this approach in school and it has had a positive impact in developing teachers practise and pedagogy. | Triangulation of teaching and learning to identify points to improve. CPD for staff around coaching to ensure effective implementation. CPD and support from the Teacher Development Trust to help ensure that implementation will support staff and pupil outcomes. | Deputy Headteacher (CBO) | Review implementation and success of programme February 2017 Lesson Study has been implemented across the school, focussing on key improvement areas, following CPD around how this works and implementation. SLT has paired and grouped staff, all groups have member of SLT. All members of staff have an awareness of coaching and TGROW which has supported in development of this practise. |
| | To continue to develop the delivery of Read Write Inc, ensuring that this supports the progress and attainment of children eligible for pupil premium. | EEF Toolkit: Teaching Reading Comprehension & Strategies has positive impact (+5months) and that phonics is effective (+4 months) Rose Review states that systematic teaching of reading is essential for success and that phonics should be taught effectively in order for children to develop fluency in reading. | Measure progress termly through RWI assessment. Delivery of masterclasses based on need – informed by consistent monitoring and evaluation. CPD through peer observations. | Phonics Lead & Assistant Headteachers (LGI, SRI & SCH) | Review with data measures in January 2017. Phonics predictions are good and exceed target of 56% PP meeting expected standard – current data shows that PP = 67%. Masterclasses delivered weekly. Regular support is in place through RWI development days. |

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| | <p>To embed Project X Guided Reading, and ensure teaching of this supports progress and attainment of children eligible for pupil premium.</p> | <p>EEF Toolkit: Teaching Reading Comprehension & Strategies has positive impact (+5months). Project X has a high level of reading comprehension involved and high expectations to ensure pupil success and that teaching is accurately pitched at level of the new curriculum. This framework also ensures consistency of approach across the school.</p> | <p>Monitoring and Evaluation of delivery through learning walks, identifying CPD needs and actioning these.</p> <p>Book trawls to monitor pupil progress and outcomes.</p> <p>Assessments and data analysis to ensure children eligible for pupil premium are making good progress and the gap is diminishing.</p> | <p>Assistant Headteachers (SRI, CTO)</p> | <p>Review with data measures in January 2017.</p> <p>Regular book trawls show implementation of new Guided Reading strategy and that children are independently and through guided group work developing comprehension skills. On average PP children have made 4.45 progress (good=4). Less progress seen in Y1 where children have not yet accessed Project X.</p> <p>Attainment Gap in Y2,4 &5 is low (below 1) and not growing. Year 3 consistent (2.9) and Y6 growing.</p> <p>Minimal progress gap in all years, in Y4 PP are making slightly more progress than peers. Over time, PP make consistent positive progress.</p> |
| | <p>To embed Maths Inspire and Mastery teaching, and ensure teaching of this supports progress and attainment of children eligible for pupil premium.</p> | <p>EEF shows that mastery learning has positive effect on pupil progress (+5 months). INSPIRE maths programme uses this method and researched & trialled Singapore method for teaching maths. This ensures that framework is effective.</p> | <p>Monitoring and Evaluation of delivery through learning walks, identifying CPD needs and actioning these.</p> <p>Book trawls to monitor pupil progress and outcomes.</p> <p>Assessments and data analysis to ensure children eligible for</p> | <p>Assistant Headteachers (SRI, CTO)</p> | <p>Review with data measures in January 2017.</p> <p>Regular CPD delivered around Maths Inspire to ensure high quality of teaching.</p> <p>Lesson Study group working around maths to develop practise further.</p> |

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| | | This is linked with CPD (see research below about this and how we ensure that CPD provision is effective) | pupil premium are making good progress and the gap is diminishing. | | Book trawls and lesson walks show that children use manipulatives and pupil voice shows engagement and enjoyment of maths. On average PP children make 4.36 progress (Good = 4). Less progress in Y1. Attainment Gap is consistent in Y2,4,5,6 but closing in Year 3. There is not a gap in progress, in Y3 PP make slightly more progress than peers. Over time the gap is decreasing. |
| | To embed practises from Achievement for All and work with them to diminish the difference. | DfE research project on Achievement for All showed that schools which engage see a: significant impact on literacy and maths progress; significant improvements in behaviour and attendance; significant improvements in partnerships with parents; increased awareness and focus on disadvantaged children leading to improved outcomes. | Support through CPD and visits around how to diminish the difference. Support when monitoring and evaluating, linked to children eligible for pupil premium and SEND children. Staff CPD to share messages from visits and ensure successful implementation of techniques. | Assistant Headteacher (EGU) | Review with data measures in January 2017 & review success of parent passport meetings. Regular visits by A4A coach are held which provide challenge and support to develop practise for vulnerable groups. See progress/attainment data for curriculum impact. Passport meetings attended ?% April 2017 – application for Quality Lead has been put in and Coach asked HFCS to apply for Achieving More award in |

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| | | | | | recognition for work completed with PP/PP+ children. |
| Oral language skills have improved for pupils eligible for pupil premium. This has supported them in making good progress in reading and writing. | To continue to develop the delivery of Read Write Inc, ensuring that this supports the progress and attainment of children eligible for pupil premium. | EEF Toolkit: Teaching Reading Comprehension & Strategies has positive impact (+5months) and that phonics is effective (+4 months) Rose Review states that systematic teaching of reading is essential for success and that phonics should be taught effectively in order for children to develop fluency in reading. | Measure progress termly through RWI assessment. Delivery of masterclasses based on need – informed by consistent monitoring and evaluation. CPD through peer observations. | Phonics Lead & Assistant Headteachers (LGI, SRI & SCH) | Review with data measures in January 2017. Phonics predictions are good and exceed target of 56% PP meeting expected standard – current data shows that PP = 67%. Masterclasses delivered weekly. Regular support is in place through RWI development days. Data shows PP make more progress than peers in Listening & Attention and Understanding, this is a closing gap. |
| | To continue the effective support and provision from Talk Therapy across the school, working with individuals groups and teachers to develop oral language. | EEF Toolkit: Early Years Intervention is highly effective (+5months). There is a high level of support from Talk Therapy for EYFS. EEF has evidence that Oral Language Development is also effective (+5months) Previously we have seen great progress for children which have been part of these intervention groups. | Measure progress termly through assessments. Monitoring and Evaluation of sessions. Support with delivery of parent workshops with strategies to develop oral language skills at home. CPD delivery to staff where applicable. | SENCO & Assistant Headteachers (EGU & SCH) | Review with data measures in January 2017. Children receiving direct therapy are making progress and moving through targets. 5 PP children receive direct therapy. Parent workshop delivered around encouraging language development was attended by 8 families. Data shows PP make more progress than peers in Listening & Attention |

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| | | | | | and Understanding – this is a closing gap. |
| To develop the continuous provision in Early Years Foundation Stage, making this a language rich environment which contributes to effective oral development. | EEF Toolkit: Early Years Intervention is highly effective (+5months). EEF has evidence that Oral Language Development is also effective (+5months). With effective CPD around how to effectively support continuous provision, this will have a positive impact on pupil outcomes. | Monitoring and Evaluation of Early Years Foundation Stage classrooms – ensuring they are high quality and will support oral language development. Embedding RWI (Nursery) program in which children are immersed in language from the get-go. Language used to support adults in social-commentary whilst playing alongside thus building on language skills of youngest children. | Assistant Headteacher (SCH) | Review impact February 2017 RWI now being delivered in Nursery. External PP Review feedback was to develop language in outdoor area to further support development in this area. 5 PP children are receiving direct therapy for Talk Therapy. There is a high level of TT support for children in Nursery and close links made with SALT who supports children. | |
| To implement 'Word of the Week', encouraging children, staff and families to use an expanding vocabulary, supporting reading and writing progress as well as oral language. | EEF shows that Oral Language Development has positive impact (+5months). Barrier has been seen in breadth of vocabulary and EEF talks about success pupils have when there is specific strategies to extend pupils spoken language and vocabulary. | Monitoring and Evaluation of the success of this strategy. Ensuring parents are communicated with, they understand rationale behind this strategy and how they can support at home. Ensuring consistent use across the school. | Assistant Headteacher (EGU) | Review impact February 2017 Word of the week has been implemented across the school to develop language. Evidence of children using this in writing. This is in the newsletter which goes home to engage parents in strategy. Share with parents attending S&L workshop in T3. | |
| To work with Early Excellence to develop continuous provision for Upper and Lower school | EEF has evidence that Oral Language Development is also effective (+5months). With effective CPD around how to | Action plans created to show how this will work, desired impacts. | | HHO working with Early Excellence to develop outdoor provision in Early Years. | |

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| | <p>playtimes, developing skills in staff to encourage oral language development whilst playing alongside.</p> | <p>effectively support continuous provision, this will have a positive impact on pupil outcomes.</p> <p>We have noticed that there is a gap between those children eligible for pupil premium and not in regard to independent learning skills. This will also support in developing this area of our curriculum and support in closing this gap.</p> | <p>CPD for staff to ensure quality provision.</p> <p>Resourcing for continuous provision at break and lunchtimes to happen effectively across the school.</p> <p>Monitoring and Evaluation to ensure that this is effective.</p> | | <p>CPD attended by Teaching Assistants – developing continuous provision at breaktimes in T6.</p> <p>Decline in incidents of bullying & unkindness.</p> |
| | <p>To continue the effective support and provision from one-to-one language which develop children’s oral language.</p> | <p>EEF Toolkit: Early Years Intervention is highly effective (+5months). This practise is predominantly in EYFS and delivered by a highly trained S&L TA. Oral language interventions also score highly on EEF (+5months). We know from past experience, when supporting identified PP pupils in EYFS to make good + progress, it is essential they receive additional 1:1 language support.</p> | <p>Measure progress termly through assessments.</p> <p>Monitoring and Evaluation of sessions.</p> <p>Support with delivery of parent workshops with strategies to develop oral language skills at home.</p> <p>CPD delivery to staff where applicable.</p> | <p>SENCO & Assistant Headteachers</p> <p>(EGU & SCH)</p> | <p>Review with data measures in January 2017.</p> <p>S&L TA supported by Talk Therapy, NHS SLT and EYFS/Inclusion team. M&E shows that sessions are well planned and resourced, and allow children to make progress.</p> <p>Progress evident for PP children in Listening and Attention and Understanding. PP make more progress than peers.</p> |
| <p>Differentiation across the school will effectively support pupil outcomes. All pupil premium children will receive teaching where they</p> | <p>To embed a programme of lesson study and linked coaching to ensure progress of children and that differentiation is effective.</p> | <p>NCTL research and documentation around how this is succesful in developing practise.</p> <p>Previously we have used this</p> | <p>Triangulation of teaching and learning to identify points to improve.</p> | <p>Deputy Headteacher (CBO)</p> | <p>Review implementation and success of programme February 2017</p> |

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| <p>make progress in every lesson.</p> | | <p>approach in school and it has had a positive impact in developing teachers practise and pedagogy.</p> | <p>CPD for staff around coaching to ensure effective implementation.</p> <p>CPD and support from the Teacher Development Trust to help ensure that implementation will support staff and pupil outcomes.</p> | | <p>See above (re: Lesson Study)</p> |
| | <p>To ensure CPD provision covers this outcome throughout the year, to help develop teacher skill in this area.</p> | <p>J.Hattie research that CPD has large effect on pupil achievement. Bolam and Weindling (2006), Centre for Research – Evaluation in Education (2011) and Teacher Development Trust (2012) show that CPD is effective when it is targeted, evidence based, collaborative, sustained and evaluated. Outcomes will ensure that this criteria is met.</p> | <p>Triangulation of teaching and learning to identify points to improve.</p> <p>CPD planned in key areas for staff to access, delivered by individuals who have strengths in these areas.</p> <p>Opportunities developed for teachers to observe good practise in school to help inform their delivery and differentiation.</p> | <p>Deputy Headteacher (CBO)</p> | <p>Review March 2017.</p> <p>CPD provision is targeted where appropriate. Lesson Study has been implemented across the school, focussing on key improvement areas, following CPD around how this works and implementation. SLT has paired and grouped staff, all groups have member of SLT. All members of staff have an awareness of coaching and TGROW which has supported in development of this practise.</p> |
| <p>In the Early Years Foundation Stage, pupils eligible for pupil premium will make good progress in reading and writing and outcomes in Listening and Understanding & Moving</p> | <p>To continue to develop the delivery of Read Write Inc, ensuring that this supports the progress and attainment of children eligible for pupil premium.</p> | <p>EEF Toolkit: Early Years Intervention is highly effective (+5months). Rose Review states that systematic teaching of reading is essential for success and that phonics should be taught</p> | <p>Measure progress termly through RWI assessment.</p> <p>Delivery of masterclasses based on need – informed by consistent monitoring and evaluation.</p> | <p>Phonics Lead & Assistant Headteachers (LGI, SRI & SCH)</p> | <p>Review with data measures in January 2017.</p> <p>See above re: RWI</p> |

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| <p>and Handling have improved.</p> | <p>Ensure that robust moderation processes are in place to ensure accurate assessments in these AOL.</p> <p>Ensure that Moving and Handling opportunities and interventions are developed for Nursery children in preparation for Reception.</p> | <p>in EYFS effectively in order for children to develop fluency in reading. Discusses need for individualised support for those who are disadvantaged to ensure progress.</p> | <p>CPD through peer observations.</p> <p>Regular robust and challenging moderation sessions support teachers and practitioners to make accurate judgements.</p> | | |
| | <p>Forest School Provision to have activities which work on Moving and Handling, developing fine and gross motor skills linked to writing.</p> | <p>EEF Toolkit: Early Years Intervention is highly effective (+5months), this intervention links to this area and works in tandem with the research conducted around outdoor adventure learning, which also shows a positive impact on progress and learning (+3 months)</p> | <p>Early Years staff to work with Forest School team to ensure Forest School activities are planned to support this outcome in framework.</p> <p>The 'Stick Man' project in place and led by Forest School team ensuring progression of early mark-making skills alongside Forest School practice.</p> <p>Measure progress of children against this outcome, and compare to last year to check intervention is having impact.</p> | <p>Assistant Headteacher (SCH)</p> | <p>Review with data measures in March 2017.</p> <p>Children have been attending Forest School sessions – Stick Man project. PP baseline and other children to measure impact at end of project.</p> |
| <p>Children who are eligible for pupil premium show they have a Growth Mindset and consistently demonstrate this throughout all school subjects.</p> | <p>To embed a coaching system, where children and staff meet weekly to discuss strengths and what is tricky with their learning, embedding a Growth Mindset approach.</p> | <p>EEF Toolkit shows that feedback is highly effective when instant and relevant to children (+8 months). Metacognition is also highly effective on EEF toolkit (+8months). This approach uses both of these elements, we have</p> | <p>Children to be identified in key year groups and from Risk Assessments by SLT and paired with member of staff.</p> <p>SLT to ensure that meetings happen regularly so they have impact and to a set format, ensuring that Growth Mindset</p> | <p>SLT (SCH, SRI, SRO, CTO, EGU, CBO, HWA)</p> | <p>Review in February 2017 All staff received coaching training and are using this when completing lesson study. This has given a common, shared language to staff.</p> |

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| | | noticed previously that children with Growth Mindset embedded have success with their learning and therefore are developing this further. | and metacognition is explicitly discussed. Use of FFT Aspire to generate children and talk about targets, develop staff understanding of how 'at risk' children are of underperforming. Monitor and Evaluate the effectiveness of coaching model. | | Learning Walks show that children us growth mindset language. |
| | To meet with identified parents fortnightly to discuss children's attitudes to learning and where they have demonstrated Growth Mindset and found learning challenging, to help support them in making improvements. | Parental involvement in learning scores highly on EEF toolkit (+3 months progress). Linking this with children's work around metacognition and feedback we hope will have great impact as it utilises all three of these areas. | Children to be identified in key year groups and from Risk Assessments by SLT and paired with member of staff. SLT to ensure that meetings happen regularly so they have impact and to a set format, ensuring that Growth Mindset and metacognition is explicitly discussed. Use of FFT Aspire to generate children and talk about targets, develop parental understanding of how 'at risk' children are of underperforming. Monitor and Evaluate the effectiveness of coaching model. | SLT (SCH, SRI, SRO, CTO, EGU, CBO, HWA) | Review in February 2017 |
| | To deliver assemblies and SMSC around Growth Mindset (at a higher level than 2015-16), and how | Metacognition is highly effective on EEF toolkit (+8months). We have seen an improvement in children's | Areas of Growth Mindset that still need to be worked on will be identified through learning walks and pupil & staff voice. | Deputy Headteacher & Assistant Headteacher | Review in February 2017 |

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| | this looks in the classroom. | attitudes to learning through our work in 2015-16 around Growth Mindset. We hope that this will continue if we explore this in more depth with children. | Opportunities to address this are planned explicitly through school SMSC delivery. | (CBO, SRO, CTO, SRI, SCH) | |
| Total Budgeted Cost | | | | | £35,200 |

Targeted Support

| Desired Outcome | Chosen Action and Approach | Evidence and Rationale | How will you ensure this is implemented well | Staff Lead | Review Implementation |
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| <p>Pupils eligible for pupil premium will make better than expected progress in reading, and where necessary will take part in intervention groups. They will be able to confidently tackle inference and deduction questions when posed to them.</p> | <p>To implement the Fresh Start RWI programme effectively to ensure all children can decode accurately and effectively by the end of Year 6.</p> | <p>EEF shows that phonics has positive impact on progress (+4 months). Research by Save the Children showing that literate children have better skills to escape poverty/will be more successful.</p> | <p>Training for members of staff delivering the programme.</p> <p>Accurate assessment of children using Read Write Inc measures and Salford Test to ensure progress.</p> <p>Triangulation to ensure quality provision and teaching is of high standard.</p> | <p>Assistant Headteacher & ASENCO (EGU, CSH)</p> | <p>Review implementation and success of programme January 2017 Freshstart has been implemented since September 2016. Assessment shows that children are making progress in reading – PP children targeted have made 2yrs 3mths progress (now off programme); 2yrs 3mths (still on programme); 2yrs (now off programme); 2 yrs 2mths (now off programme); 11mths (now off programme); 9mths (now off programme). Regular masterclasses and triangulation ensure teaching is of a high standard. Reviewed practise with RWI coach.</p> |
| | <p>To ensure an increased level of attainment and progress for pupil premium eligible boys in phonics, through targeted 1:1 Read Write Inc support.</p> | <p>EEF Toolkit: Early Years Intervention is highly effective (+5months). Also shows that phonics is effective strategy (+4 months). Rose Review states that systematic teaching of reading is essential for success and that phonics should be taught in EYFS effectively in order for</p> | <p>Regular CPD for key members of staff.</p> <p>Measure progress termly through RWI assessment.</p> <p>Delivery of masterclasses based on need – informed by consistent monitoring and evaluation.</p> | <p>Phonics Lead & Assistant Headteachers (LGI, SRI & SCH)</p> | <p>Review with data measures in January 2017. See above re: RWI & phonics progress measures.</p> |

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| | | children to develop fluency in reading. Discusses need for individualised support for those who are disadvantaged to ensure progress. | Regular monitoring and evaluation of delivery, and triangulation to ensure intervention is effective. | | |
| To offer targeted precision teaching, 1:1 to support with 'Closing the Gap' in Year 6, focussing on SEND and Pupil Premium children. | EEF shows that individualised instruction is beneficial for children's progress (+2 months). EEF talks about teacher delivering this may not be effective due to managerial role which may develop. Two skilled inclusion support staff delivering this, working closely with teacher to break this barrier to success. | CPD for key members of staff. Measure progress termly assessment linked to curriculum statements. Regular monitoring and evaluation of delivery, and triangulation to ensure intervention is effective. | Assistant Headteachers (CTO, EGU, SRO) SEND Support Staff (VJO, CSH) | Review with data measures in January 2017. EGU support in Year 6 throughout Term 4 & 5, booster groups have been implemented in Rocket Room where children have worked on specific gaps – using Test Analysis. JHA support – Harry Potter reading project (recorded on SEN Genie, positive impact on some children) | |
| To establish a Success Unit for Year 2 and Year 6 children to access, supporting them to achieve well and make more than expected progress. | EEF shows small group intervention is effective (+4 months). Shows that groups above 6 do not have so much impact, so need to be aware of this when planning success unit. This research also shows that a clear understanding of children's needs is needed in order for the intervention to be effective. | Training staff supporting children, ensuring knowledge of tests, outcomes expected and of curriculum expectations. Gain progress measures termly for children attending. Monitoring and Evaluating the quality of provision. | Assistant Headteachers (SRI, CTO, EGU) | Review training at end of December 2017 Review implementation and success of programme February 2017 Rocket Room (Success Unit) started in T4. This has supported Year 6 and Year 2 children with key objectives. Following data meetings we have identified key curriculum areas to address to ensure progression. | |

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| | <p>To offer targeted support for children in regards to safety, well-being and behaviour in order to support them in subsequently making academic progress.</p> | <p>EEF Toolkit – Behaviour interventions has impact of +4 months. Social and emotional learning is also recognised as effective by EEF (+4 months)</p> | <p>CPD for key members of staff. Measure progress termly assessment linked to curriculum statements. Regular monitoring and evaluation of delivery, and triangulation to ensure intervention is effective.</p> | <p>Assistant Headteacher (EGU) Inclusion Staff (FPR, RTU, MBS, CSH)</p> | <p>Review success of intervention January 2017 PASS Survey analysis has taken place to identify yearly trends to address. SEMH baseline tool is used to identify specific areas of need children need support on when identified. These interventions are monitored for effectiveness and children's progress whilst undertaking them. Pupil Panel allows Inclusion Team to discuss and target specific vulnerable children/families to ensure they are supported and make progress.</p> |
| Total Budgeted Cost | | | | | £41,000 |

Other Approaches

| Desired Outcome | Chosen Action and Approach | Evidence and Rationale | How will you ensure this is implemented well | Staff Lead | Review Implementation |
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| Attendance for children eligible for pupil premium is above 95%. All pupil premium children/families who have had attendance support have improved from 2015-16. | To implement a high level attendance log, noting down attendance figures and absence patterns monthly to spot trends with increasing speed. | DfE has called for high level of analysis on data so absence trends/patterns are picked up earlier – leading to earlier intervention with parents. Attendance has been raised to 95%. DfE has shown interest in attendance for those children who are not compulsory school age and how schools engage with these parents to ensure that good attendance patterns start on entrance to school environment. | Monthly meetings timetabled to discuss attendance and log onto system. Share data with SLT to inform passport meetings/risk assessments. Regularly review data and set up Parent Contract meetings where needed. | Assistant Head (EGU) B&A Officer (FPR) | Review attendance monthly. HLL is in place. Monthly meetings are in place to discuss attendance. Document shared with SLT. Parent contracts in place as needed. Currently 8 families. Whole School Attendance – Sept-April: 96.1% & PA –90%: 8.7% (31chn) |
| | To continue to implement parent contracts, letters where needed to make parents aware of attendance and support from Behaviour & Attendance Officer to help raise attendance. | We know from last year's work around attendance, early intervention and parental contracts had a positive impact on improving attendance. | Monthly meetings timetabled to discuss where parent contracts/letters need be put in place and where these are effective/not working. Share data with SLT to inform passport meetings/risk assessments. | Assistant Head (EGU) B&A Officer (FPR) | Review attendance monthly. Monthly meetings to discuss contracts. HLL in place. Minibus service to transport children in to school started T5, families are identified to be supported - these include PP children. |
| | Continue the implementation of reward systems for attendance - punctuality reward system and 100% attendance rewards. | After reflecting on last year, we know that looking monthly at patterns and interrogating and analysing our data will help us pick up children 'at risk' of falling below 95% quicker. Putting intervention and support in earlier will help to stop this pattern continuing. | Termly implementation – ensure timetabled time for this to happen and for data to be pulled. Scheduled opportunities in assembly to celebrate attendance/punctuality awards. Celebrate in newsletter. | Assistant Head (EGU) B&A Officer (FPR) | Review termly. Attendance rewards have positive impact on pupils views towards attendance. PASS Survey shows that PP children & peers feel the same towards attendance. |

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| | | | | | There are currently 335 pupils to date with 100% attendance. |
| | Support parents in developing an increased understanding and awareness of the importance of attendance and punctuality to school. | | Where attendance is a concern to actively meet and contact parents and discuss barriers. To share information with parents about importance of attendance, through meetings with them where necessary. | Assistant Head (EGU) B&A Officer (FPR) | Review impact of parent contracts for children eligible for pupil premium in January 2017 Parent contracts in place as needed. Currently 8 families. These have had positive impact on families attendance, all families are working with school to improve/develop attendance. |
| | Develop staff awareness and responsibility for Waved Attendance approach, ensuring consistent use across the school. | | Discuss with staff how to implement waved attendance approach at CPD. Staff to actively use SIMS when taking register to identify those children with 3+ days continuous absence. Monitoring and Evaluation of this Waved Approach. | Assistant Head (EGU) B&A Officer (FPR) | Review impact in February 2017. Waved attendance approach shared with staff through CPD. PP attendance to date is 94.5% (Non: 96.2%) |
| Children who are eligible for pupil premium access a range of opportunities to develop character education. This has a positive impact on well-being, academic and social development. | To give children eligible for pupil premium opportunities and experiences they may not access outside of school by funding school trips and visits. | EEF Outdoor Adventure Learning (+3 months) - we have seen impact previously of children undertaking trips/residentials and this has benefited their education. University of Cambridge research shows that trips and experiences improve children's learning | Monitoring and Evaluating the impact of trips and visits. Using the ECM tracker to ensure that children eligible for pupil premium are accessing trips and visits. Gathering staff and pupil feedback around the impact of these. | | Review impact of trips and visits through pupil and staff voice in March 2017. |

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| | | experiences and have a positive impact. | | | |
| | To give children eligible for pupil premium the opportunity to access learning activities in holiday times (e.g. through Play scheme sponsorship) | EEF shows that summer schools have impact on pupil outcomes (+2 months). Ensuring identified children (who are eligible for pupil premium) access a structured environment and have opportunity to learn and develop skills over the summer period has had a positive impact previously. | Monitoring and Evaluating the impact of Play Scheme care and learning opportunities. Gathering family voice around the impact of this. | | Review impact of Play Scheme funding through family voice survey. March 2017. |
| | To give children eligible for Pupil Premium a broad and balanced curriculum, developing their SMSC and broader life skills through Enrichment programme. | EEF shows that character education has positive impact on children's learning (+3 months). Previously (2015-16) we saw that this had a positive impact on pupils eligible for pupil premium. Therefore we have made the decision to continue with this spending in 2016-17. | Monitoring and Evaluating the impact and effectiveness of Enrichment provision through triangulation. Gathering staff and pupil feedback around the impact of this. | | Review impact through pupil and staff voice in Term 4. Analysis of ECM tracker shows that there is some imbalance between PP accessing clubs and non-PP accessing clubs and non-PP accessing clubs. Positive feedback when giving PP children early opportunity to book into clubs and talking to parents about this. |
| | To ensure children's well-being and safety by supporting families' eligible for pupil premium by subsidising uniform costs. | Previously this had a positive impact on pupils and families which were eligible for pupil premium. Therefore we have made the decision to continue with this spending 2016-17. | To identify through TAC/Family Welfare Co-ordinator the families in need of support. To ensure support is accessible for parents if needed. | | Review impact and accessibility for parents in February 2017. |
| | To develop character education and social & well-being development for children eligible for pupil premium through | EEF Toolkit shows that Sports Participation has positive impact (+2months). This is linked to metacognition and growth mindset which also has | To identify pupil premium eligible children (particularly boys). | Sports Lead (RTO) SLT | Review impact at end of Term 5. |

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| | the use of Sports Champions. | positive research attached from EEF(+8months) | To plan, monitor and evaluate effectiveness of activities which teach Growth Mindset through the medium of sport. Pupil and staff voice to evaluate impact. | | |
| To ensure the engagement and involvement of parents in children's education which will lead to improved academic outcomes. | To offer and effectively deliver and increasing range of parent workshops on a variety of curriculum aspects, giving parents skills and strategies to support their children's learning. | EEF Toolkit shows parental engagement is effective (+3months). Where parents are involved and engaged in children's education there has been a positive impact. Barrier is attendance of parents whose children are PP eligible, and ensuring that the workshops are regular and around a range of topics. | To identify through monitoring and evaluation and parent voice the subjects that parent workshops could be delivered on. To collect staff, parent and pupil voice after workshops to gauge effectiveness. To personally invite parents to workshops of children who are eligible for pupil premium to encourage attendance. | | Review attendance and impact data in April 2017. Parent workshops have been delivered around reading, maths, SATS and developing language. Workshops where PP parents have been invited, and incentives offered for attending have been attended more strongly by PP parents than others. |
| | To support children and families eligible for pupil premium to complete high quality homework by providing resources, equipment and staff through Friday Homework Club. | EEF shows that home learning/homework is effective (+2months). This will be effective if all children (including those eligible for pupil premium) take part in this and parents are actively involved in this learning. After reflecting on specifically topic 'take-away' homework we noticed that this was a barrier for some PP children. This now helps to break this barrier. | Monitoring and Evaluation of sessions. To collect staff, parent and pupil voice after workshops to gauge effectiveness. To personally invite parents to workshops of children who are eligible for pupil premium to encourage attendance. | | Review attendance and impact data in April 2017. PP children and some families are attending Friday homework club. This has led to them increasing a larger amount of homework and engaging in learning outside of school hours. |
| Total Budgeted Cost | | | | | £17,500 |

| Review of Expenditure | | | | |
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| Quality Teaching for All | | | | |
| Desired Outcome | Chosen Action and Approach | Estimated Impact <i>Did you meet the Success Criteria? Include impact on pupils not eligible for PP if appropriate.</i> | Lessons Learnt <i>And whether you will continue this approach</i> | Cost |
| There is improved attainment for pupils eligible for pupil premium in Reception, KS1 and KS2. Particularly in reading and writing. | <ul style="list-style-type: none"> • Lesson Study • Coaching • Read Write Inc • Project X – Reading • Maths Inspire • Achievement for All • Rocket Room | <p>At the end of EYFS, the amount of disadvantaged children attaining GLD has increased by 11%. This is 13% higher than average score of schools in Oxfordshire.</p> <p>At the end of Key Stage 1, the percentage of PP children meeting expectations has stayed the same in reading, improved by 4% in writing and by 21% in maths. The percentage of PP children reaching greater depth has increased by 13% in reading, 17% in maths and 17% in writing.</p> <p>At the end of Key Stage 2, the percentage of PP children meeting expectations increased by 5% in reading and 3% in maths. The percentage of PP children reaching greater depth increased by 7% in reading and 3% in writing.</p> <p>Year 3 – 92.3% of children have reached their FFT20 prediction; 61.5% of children have reached their FFT20 prediction and 84.6% of children have reached their FFT20 prediction at the end of the year.</p> <p>Year 4 – 66.6% of children have reached their FFT20 prediction at the end of the year in Reading, Writing & Maths. 50% of these children have met FFT5 scores.</p> <p>Year 5 – 50% of children have reached their FFT20 prediction in writing and maths; 70% of children have reached their FFT20 prediction for reading. In Year 5, 90% of children made more than expected progress in reading and 60% in writing and maths.</p> | <ul style="list-style-type: none"> • Project X and Maths Inspire have supported in raising attainment, especially for the higher attaining PP children. This approach will continue with robust monitoring & evaluation to ensure high standards in delivery. • Lesson study has supported teachers in developing their practise, this was paired alongside coaching. Continue this developmental model to drive improvements in teaching and learning. • Knowledge of vulnerable groups has supported teachers in raising attainment of Pupil Premium learners, continuing support from Achievement for All will further develop this and help to develop strategies to accelerate progress • Rocket Room will continue as it had a positive impact on supporting pupil progress. | |

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| <p>Oral language skills have improved for pupils eligible for pupil premium. This has supported them in making good progress in reading and writing.</p> | <ul style="list-style-type: none"> • Read Write Inc • Talk Therapy • EYFS Provision • Early Excellence • Word of the week • 1:1 Language Support | <p>EYFS Gap Data for Communication & Interaction:</p> <p>Listening & Attention: the gap reduction from baseline 2016 to summer 2017 was 28. This meant at the end of the year, the gap between PP and peers was 25.</p> <p>Understanding: the gap reduction from baseline 2016 to summer 2017 was 57. This meant at the end of the end of then year, the gap between PP and peers was 27.</p> <p>Speaking: the gap reduction from baseline 2016 to summer 2017 was 57. This meant at the end of the end of then year, the gap between PP and peers was 27.</p> <p>Pupil premium children made accelerated progress in all of these areas of communication and interaction when compared to their peers.</p> <p>Year 1 & 2 Phonics Screening Check</p> <p>In Year 1, 66.7% of FSM pupils passed their phonics screening. The gap was -27.3. PP girls attained better than boys in Year 1 phonics.</p> <p>In Year 2, 100% of FSM pupils passed their phonics screening.</p> | <ul style="list-style-type: none"> • Word of the week had some impact in developing children’s vocabulary. Link this to the development of topic based vocabulary, and talk opportunities for home in 2017/18 to develop. • There was an impact on the development of Listening and Understanding and literacy in EYFS due to Talk Therapy support – in 2017/18 to focus this support in EYFS as early intervention method • Early Excellence and the development of EYFS provision has had a significant impact on the quality of teaching and learning in this setting. This is now judged as outstanding. • Read Write Inc has had a positive impact on the standards of PP children achieving phonics at the end of Year 1 (and where applicable Year 2). | <p>£35,200</p> |
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| <p>Differentiation across the school will effectively support pupil outcomes. All pupil premium children will receive teaching where they make progress in every lesson.</p> | <ul style="list-style-type: none"> • Lesson Study • Developmental Practises • CPD | <p>Quality of Teaching The Quality of teaching has improved over the course of the year. There has been a rise in the amount of good+ and outstanding teaching. At the start of the academic year: 33% = outstanding 43% = good 24% = requires improvement At the end of the academic year: 43% = outstanding 38% = good 19% = requires improvement</p> <p>The staff survey shows that 85% of staff are aligned to the schools values and ethos, this is a positive gap of 12% when compared to other schools in the academy chain.</p> <p><i>Please see data measures above regarding pupil progress & the school's position statement for further information around impact.</i></p> | <ul style="list-style-type: none"> • Lesson study has supported teachers in developing their practise, this was paired alongside coaching. Continue this developmental model to drive improvements in teaching and learning, alongside a model of incremental coaching & learning walks • CPD has supported in developing standards in teaching and learning, this will be continued with more focus on making this bespoke | |
| <p>In the Early Years Foundation Stage, pupils eligible for pupil premium will make good progress in reading and writing and outcomes in Listening and Understanding & Moving and Handling have improved.</p> | <ul style="list-style-type: none"> • Read Write Inc • Forest School • Stick Man Project | <p>Key Pupil Premium children in Year 6 were chosen to be Forest School leaders and support younger children as a role model and mentor. This positively supported and impacted on pupils behaviour and self esteem.</p> <p>Stick Man project supported in developing writing for PP children in EYFS, although due to additional needs of PP children & related context of this group, the gap widened by 1 from baseline to July 2017.</p> <p><i>Please see above phonics data for Year 1 & 2.</i></p> | <ul style="list-style-type: none"> • Read Write Inc has had a positive impact on the standards of PP children achieving phonics at the end of Year 1 (and where applicable Year 2). | |
| <p>Children who are eligible for pupil premium show they have a Growth Mindset and consistently</p> | <ul style="list-style-type: none"> • Children as coaches project | <p>Pupil Premium projects around coaching and reading showed that PP children's attitudes towards reading and enjoyment of reading developed throughout the project. Children on the project made good progress</p> | <ul style="list-style-type: none"> • Pupil premium projects where pupils acted as coaches had a positive impact on pupils self | |

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| <p>demonstrate this throughout all school subjects.</p> | <ul style="list-style-type: none"> • Identified children – fortnightly coaching sessions • Parent Meetings • Assemblies | <p>in reading – In Year 5 100% of PP children made more than expected progress and 80% ended working at or above expectations. In Year 3 14.2% of children made more that expected progress and 42.8% worked at expected or above. This is a low attaining year group with 35.7% PP+; 92.3% are on track to reach FFT20 and 84.6% on track to reach FFT5 in reading.</p> <p>Parent Meetings take place x3 a year – all PP parents are invited for a 30minute structured conversation. In July take up for these meetings was 98%.</p> <p>When completing pupil voice, children were asked if they worked hard. 75% of children said yes 13% said mostly 7% said sometimes 2% (7chn) said no</p> | <p>esteem and progress in some curriculum areas</p> <ul style="list-style-type: none"> • Where highlighted PP children were coached, this had a positive impact on their attainment and progress. This to be continued in 2017/18 with all PP children to have a coach and meet fortnightly. • Pupil voice show that children’s attitudes towards school and learning are good, continue the work around growth mindset | |
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Targeted Support

| Desired Outcome | Chosen Action and Approach | Estimated Impact <i>Did you meet the Success Criteria? Include impact on pupils not eligible for PP if appropriate.</i> | Lessons Learnt <i>And whether you will continue this approach</i> | Cost |
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| <p>Pupils eligible for pupil premium will make better than expected progress in reading, and where necessary will take part in intervention groups. They will be able to confidently tackle inference and deduction questions when posed to them.</p> | <ul style="list-style-type: none"> • Freshstart • Read Write Inc • Project X | <p><u>Freshstart</u> Pupil premium children who have completed Freshstart have all improved reading ages. 100% of children taking part in the programme made above expected progress.</p> <p><u>Reading Data</u> In Years 2-5, at least or above 50% of PP children in cohorts were on track to reach FFT5 predictions. The highest year group were Year 3 where 84.6% of children are on track to meet FFT5 predictions.</p> | <ul style="list-style-type: none"> • Freshstart and Read Write Inc have had a significant impact on the progress of PP children. This method of phonics delivery will continue in 2017-18 and masterclasses will be funded through PP to ensure that the quality of delivery is outstanding. • Project X will continue to be used to support | <p style="text-align: center;">£41,000</p> |

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| | | <p>Reading in EYFS</p> <p>The PP gap narrowed in reading by 57 from baseline to July 2017 in reading. The gap was 27. PP children made accelerated progress when comparing this to their peers.</p> <p><i>Please see above for phonics data.</i></p> <p>There was a direct impact on the amount of PP children passing phonics in Year 2 from Masterclasses and RWI intervention. In T2 0/8 children were on track to pass phonics screening, in T3 this rose to 88% after intervention. This intervention continued and all children passed in Year 2.</p> | <p>delivery of Guided Reading, regular CPD, monitoring and evaluation of standards will take place to ensure that delivery is at least good+</p> | |
| Other Approaches | | | | |
| Desired Outcome | Chosen Action and Approach | Estimated Impact <i>Did you meet the Success Criteria? Include impact on pupils not eligible for PP if appropriate.</i> | Lessons Learnt <i>And whether you will continue this approach</i> | Cost |

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| <p>Attendance for children eligible for pupil premium is above 95%. All pupil premium children/families who have had attendance support have improved from 2015-16.</p> | <ul style="list-style-type: none"> • High Level Log • Parent Contracts • Attendance Rewards • Support parents • MiniBus service • Waved approach shared with staff | <p><u>Attendance Data & HLL</u> 36 PP children have been on the HLL (this equates to 46.7%) as throughout the academic year attendance dropped to below 95%. 10 children were taken off the log (12.9%) and 26 remained on (33.7%). Out of these, 33.3% of children's attendance improved. Of these children who remained on the HLL, 6.4% were on an attendance contract. 5.1% of PP children attendance was below 90%.</p> <p>At the end of the academic year, PP attendance was 94.6% (Non PP 96.1%)</p> <p><u>Minibus</u> Has regularly supported 3 pupil premium families. Whilst using this service these families attendance has significantly improved and 3 children's attendance moved to over 95% a the end of the year. All pupil premium children, where attendance is a concern, can access the minibus to support drop off as needed.</p> | <ul style="list-style-type: none"> • HLL ensures that there is a robust system and record keeping of attendance. Continue with this next academic year, tightening systems and procedures in line with the updated attendance policy. • Minibus will continue to target PP families where attendance is a concern to help raise this. • Attendance rewards to continue as they have a positive impact on motivating children and raising profile of attendance. | |
| <p>Children who are eligible for pupil premium access a range of opportunities to develop character education. This has a positive impact on well-being, academic and social development.</p> | <ul style="list-style-type: none"> • School trips • Learning opportunities in holidays (e.g. Bridges vouchers) • Broadening curriculum (SMSC/Enrichment) • Providing uniform • Sports Champion | <p><u>Bridges Vouchers</u> 10 PP children were given Bridges Vouchers to use other the Summer holidays.</p> <p><u>Trips</u> PP children have been supported in order for them to take part in a range of school trips and residential opportunities to develop character and offer a wide range of education experiences and opportunities.</p> <p><u>Behaviour Support</u> Targeted behaviour support is in place for PP children. Bullying and unkindness incidences have decreased over time. Bullying has decreased from 11 in (2015-16) and 4 in (2016-17)</p> | <ul style="list-style-type: none"> • Opportunities for children to take part in trips supported in academic progress and attainment as children used knowledge from these experiences within their classwork. Develop this to involve parents in leaning within this in 2017-18 • Tracking behaviour supports in identifying needs and ensuring that PP children who need | |

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| | | <p>28.5% of red incidences involved PP children in 16-17 (this is a rise of 6.3% although there were a higher level of PP children with significant SEMH needs in the years cohort). 23.9% of PP children in 16-17 were involved in amber incidences (this is an increase of 4.5% but please see contextual notes above)</p> <p>When asked if children enjoy school in pupil voice. Only 5% of children (14chn) said no.</p> | <p>support can access this. Continue for 2017-18.</p> <ul style="list-style-type: none"> • SEMH support had a positive impact on supporting children in developing positive behaviours for learning – to continue in 2017-18 | |
| <p>To ensure the engagement and involvement of parents in children's education which will lead to improved academic outcomes.</p> | <ul style="list-style-type: none"> • Parent Workshops • Homework Club | <p><u>Family Welfare Co-ordinator</u> The Family Welfare & Safeguarding co-ordinator supports all PP children who are at CIN and CP, working to raised engagement of families and ensure the safety and welfare of children.</p> <p><u>Homework club</u> Homework club regularly supported 6 PP children to complete homework. Since 23/9 33.3% of children that have attended have been PP children.</p> <p><u>Parent Workshops</u> Parent workshops took place on a range of topics and were well attended. PP children attended book reading evenings (Bedtime stories) to support them in developing a love of reading.</p> | <ul style="list-style-type: none"> • Homework club to continue 2017-18 through Rocket Room where support will be given to vulnerable PP children. • Support from Family Welfare & Safeguarding co-ordinator to continue in 2017-18 • Parent workshops to continue, again targeting PP parents | <p>£17,500</p> |

Additional Detail

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