

## Pupil premium strategy statement : Chaddlewood Primary School 2018-19

1. Summary information					
School	Chaddlewood Primary School				
Academic Year	2018-19	Total PP budget	£103,180	Date of most recent PP Review	Sept '18
Total number of pupils	409	Number of pupils eligible for PP including service children, pupil premium, LAC children and previously LAC children.	40	Date for next internal review of this strategy	Sept'19

2. Current attainment			
Outcomes July'18	<i>Pupils eligible for PP (your school)</i> <b>12 children PP in Yr6 (1 SEN support)</b>	<i>Non PP children at school</i>	<i>National results for PP children</i>
% achieving ARE or above in reading, writing and maths	<b>58%</b>	<b>74%</b>	%
% achieving ARE or above in reading	<b>67%</b>	<b>91%</b>	%
% achieving ARE or above in writing	<b>58%</b>	<b>88%</b>	%

% achieving ARE or above in maths	<b>75%</b>	<b>77%</b>	%
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Attainment and progress for PP children across all year groups

**Pupil Premium Progress Analysis: Summer Term 2018**

% of PP who have achieved ARE						
Year	Amount of PP in year group	Writing	Reading	Maths	SPAG	Commentary
<b>Total</b>	<b>50 (SEN)</b>	<b>52</b>	<b>64</b>	<b>72</b>	<b>66</b>	
<b>F</b>	2 (1)	50	50	50	n/a	EYFS: 50% (1/2)
<b>1</b>	3 (1)	0	33	67	0	Yr1 Phonics screening 33% met the expected standard. (1/3) 1 PP child has SEN
<b>2</b>	9 (4)	44	55	77	33	KS1 Reading expected 56% (5/9) greater depth 33% Writing expected 44% (4/9) greater depth 33% Maths expected 77% (7/9) greater depth 33% GPS expected 33% (3/9) 0% greater depth Combined RWM expected 44% greater depth 33% 4 PP children have SEN
<b>3</b>	5 (0)	80	80	100	100	
<b>4</b>	14 (1)	71	79	71	100	
<b>5</b>	7 (2)	43	57	86	57	
<b>6</b>	12 (1 SEN support, 4 SEN concern)	58	67	75	58	Combined RWM 58% 1 PP child has SEN

% of PP who have made expected progress over year						
Year	Amount of PP in year group	Writing	Reading	Maths	SPAG	Commentary
<b>Total</b>	<b>50 (SEN)</b>					
<b>F</b>	2 (1)	50	100	100	-	1 child did not make expected progress in writing. He has significant SEN and has spent a 2nd year in the EYFS
<b>1</b>	3 (2)	33	67	100	-	
<b>2</b>	9 (4)	89	100	100	67	SPAG is focus for 2018-19
<b>3</b>	5 (0)	80	80	80	100	1 child has a chronic medical condition which has lead to low attendance
<b>4</b>	14 (1)	92	75	75	91	3 children are #1 and one of these has complex CP concerns
<b>5</b>	7 (2)	71	86	100	67	1 child is #1
<b>6</b>	12 (5)	100	100	100	100	
<b>KS2 Progress score 2017-18</b>						
	12(5)	-1.23	-0.26	-0.81	-	Barriers to progress: Home support, attendance, 1 SEN support child , 4 SEN concern children

**2018-19: Provision map for support for PP children updated termly after summative assessments completed and discussed at progress meetings.**

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers (issues to be addressed in school, such as poor oral language skills)

**A.** SEN

**B.** Social and emotional difficulty including behaviour issues.

**C.** Motivation and aspirations to succeed.

#### External barriers (issues which also require action outside school, such as low attendance rates)

<b>D.</b>	Poor home learning environment and support including behavioural issues.	
<b>E.</b>	Poor attendance	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	<p>Children making at least their expected progress and their specific barriers to learning identified and supported.</p> <p>Measured through formative and summative assessments, learning reviews, progress reviews, informal discussions with teachers in relation to home support and parent involvement, attendance monitoring.</p>	<p>Assessments demonstrate children are making accelerated or better progress from their starting point. SEN and other barriers to learning recognised and appropriate interventions planned for.</p> <p>Improved attendance where appropriate.</p> <p>Greater parental involvement and support evidenced through improved attainment, progress and well-being.</p>
<b>B.</b>	Children are more able to access learning by having support to regulate their emotions.	Children are able to make expected progress and enjoy learning through support with modifying behaviour and interacting more successfully with peers. They are emotionally ready to learn.
<b>C.</b>	Children motivated to learn and are keen to improve and succeed. They see the value in doing their best and meeting their potential.	Children are able to make expected progress as they are trying harder to understand concepts and interact with school life and expectations. They are enthused and motivated to learn and succeed. Evidenced through assessment outcomes.

<b>5. Planned expenditure</b>	
<b>Academic year</b>	<b>2018-19</b>

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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<p><b>A:</b> Children making at least their expected progress and their specific learning issues recognised and managed.</p>	<p>Termly assessment attainment and progress reviews allow instant reaction to poor progress and ability to target support to effect change. LSA afternoon support has been pooled to allow teachers to plan support for groups of underachieving children within mixed age groups. 1/2, 3/4/, 5/6.</p> <p>Focused support includes: Focused interventions: RWI, Wave 3, PT.</p> <p>RWI scheme purchased and being embedded to support phonics, punctuation and reading in KS1 and lower KS2. All LSA's and KS1 and Year 3 teachers are trained to deliver this scheme.</p> <p>Fresh Start also purchased to support Yr5 and Yr6 gaps in phonic knowledge and reading skills</p> <p>HLTA focused support for PP children not reaching target in maths.</p> <p>Additional teacher support for children needing post teaching in English.</p>	<p>Input supported by EEF research into effective interventions.</p> <p>Continuous assessment evidences the success of focused interventions.</p> <p>Assessments have evidenced that attainment year on year has improved in maths in most year groups.</p>	<p>Monitored through assessment of progress and attainment of child.</p> <p>Where appropriate, through feedback from CIT and Language support teams.</p> <p>Ongoing approach that has been used in previous year to effect. Reviewed this year to allow pool of support to be drawn from.</p> <p>LSA's trained to deliver intervention and resources supplied through scheme. Impact reviewed through continuous assessment.</p>	<p>HT, SENCO, HLTA,CT, external agencies where app.</p> <p>LSA (LA), CT, HT</p>	<p>Termly review <b>£820 supply cover for SENco to attend meetings</b></p> <p>Ongoing <b>Oxford University Press (RWI) Phone Online Subscription based on FY17/19 Special Price £420 Staff Training (JK) £260 £1500 3x development days package Fresh Start Resources to date Net Invoice x 2 Received £2,638 HLTA: £16,000 LSA: £13,000</b></p>
<p><b>A:</b></p>	<p>Maths key skills progression sheets passed between year groups to ensure</p>	<p>Evidence from conferencing and assessments demonstrated need to embed skills</p>	<p>Monitored through learning and progress reviews which are supported and monitored by the HT, SENco and CEO. Learning reviews</p>	<p>CT, LSA</p>	<p>Ongoing and at progress reviews.</p>

	all children have a firm foundation of basic skills.		are lead by the maths co-ord and all teachers participate.		
<b>B:</b> Children are more able to access learning by having social and emotional support to regulate their emotions and interact more successfully with other children, share their feelings and modify their behaviour to enable learning.	<p>Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning.</p> <p>Behaviour support strategies implemented by PSA, HLTA, learning mentor and CT. Support from MAST.</p> <p>PSA support of parents with attendance, the effects of low incomes and service families .e.g. housing</p>	<p>Input supported by EEF research into effective interventions.</p> <p>In school evidence has proven that children who are struggling emotionally can access their learning more successfully if feeling positive and supported.</p> <p>Home support strategies offered through PSA and in school through HLTA using a variety of therapies and approaches. Including: care for school pets, Lego play therapy, ELSA programmes, socially speaking, colourful semantics and anxiety support.</p>	<p>Elsa trained HLTA delivers programmes.</p> <p>Impact monitored through results of progress, attainment and self-esteem and behaviour improvements. Also, through improved attendance and engagement.</p>	<p>HLTA and PSA</p> <p>HT,HLTA.</p>	<p>Ongoing and at progress reviews.</p> <p><b>HLTA: as above</b></p> <p><b>MAST subscription: £10,050</b></p> <p><b>PSA: £18,000</b></p> <p><b>Transport costs: £200</b></p>

<p>C: Children motivated to learn.</p>	<p>Digital technology: The use of digital technologies to support learning.</p> <p>PSA engagement with parents to support motivating children to learn at home and at school. Parent support courses and workshops.</p> <p>Specific support for Pupil Premium children when appropriate: trips and clubs subsidised, activities targeted at motivating children and allowing same opportunities as non-PP children e.g. Year 5 Bude residential trip.</p> <p>Raising aspirations through targeted visits and visitors, including trips to the university and visits by parents/carers discussing their careers.</p>	<p>Input supported by EEF research into effective interventions. Computing solutions targeted to inspire and develop independence and collaboration when learning. E.g. Google apps.</p> <p>PSA support of parents and children has proven to raise attainment and parental engagement and successful support strategies.</p> <p>Responding to need to motivate children and ensure the PP have an equal opportunity to experiences and activities as other children and possible deprivation is not a barrier to learning.</p> <p>Evidence that aspirations motivate to improve and do best, and allow children to see their future.</p>	<p>Improved attainment and progress will evidence effectiveness of approach.</p> <p>Impact monitored through results of progress, attainment and self-esteem and behaviour improvements.</p> <p>Implemented as need arises and inequality in opportunity perceived. Clear evidence that breadth of opportunity will positively impact on self-worth and esteem and therefore engagement in learning.</p> <p>Programme of aspiration focused activities in place across school and specifically for Year 6.</p>	<p>CT and LSA</p> <p>PSA</p> <p>HT, SLT, PSA and Business Manager</p> <p>HT, SLT</p>	<p>Ongoing and at progress reviews.</p> <p>Ongoing <b>Educational visit support £500</b> <b>Uniform support £500</b> <b>Residential payment support: £5,250</b></p> <p>Ongoing</p>
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C: Children motivated to learn.	Collaborative or cooperative learning.  Developing independence through carefully planned tasks which build on children's skills.  Positive behaviour and learning support to encourage confidence and self-esteem.	Input supported by EEF research into effective interventions.  Evidenced through increased attainment and progress and ability to plan tasks and work in collaborative groups.  Home support strategies offered through PSA and in school through HLTA using a variety of therapies and approaches. Including: care for school pets, Lego play therapy, ELSA programmes, socially speaking, colourful semantics and anxiety support.	Impact monitored through results of progress, attainment and self-esteem and behaviour improvements.	PSA, HLTA, CT, LSA	Ongoing
<b>HLTA and PSA: Total budgeted cost</b>					
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A: Children making at least expected progress.	Interventions planned and designed to support specific areas gaps in understanding and support specific learning difficulties.	This form of support has been proven to be effective with attainment and improvement in school when targeted at specific needs and assessed at least half-termly.	LSA's trained to deliver intervention and resources supplied through scheme. Impact reviewed through continuous assessment.	LSA, CT, SENCO	Ongoing and at assessment points

A: As above	Pre and post lesson support in English and maths lessons to build on and reinforce understanding ready for the next day's lessons. Support in specific year groups where PP children numbers are high or PP progress needs supporting. Planning and communication with classteacher to get best impact impact.	Reinforcing children's understanding and building on learning in lesson proven to be effective.	Impact of support reviewed continuously for impact and effectiveness but also at assessment points to ensure children are making at least expected progress.	CT: Jan Dunn  LSA, relevant CT and SENCO	Continuously and at assessment points. <b>Cost of teacher: £3,000</b> <b>LSA x 2: £24,000</b>
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**CT 0.2 per annum and LSA : Total budgeted cost**

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Motivation to learn, making at least expected progress.	Abacus scheme subscription with school and home access to support mental maths attainment/progress.	Reinforcement and practise of mental maths skills and approaches. Abacus homework set by CT for groups and individual children as necessary. Monitored by CT and homework set based on class learning.	Implemented on-line and work set by CT as appropriate for children. Evidenced by improvement in maths data since introduced initiatives.	Adam Jensen, maths co-rd but work set by CT.	Yearly for impact Pearson (Abacus Numeracy Scheme) Subscription £1,467 (Based on FY17/18 costs) Resources £716

Children are more able to access learning by having support to interact more successfully with other children, share their feelings and modify their behaviour to enable learning.	MAST referral subscription to support children when appropriate with Learning mentor, home support and educational psychologist support and assessment. MTA support for specific children who find lunchtimes challenging.	Proven effectiveness to diagnose and support specific learning difficulties and barriers to learning by providing targeted support plans.  Children who have had a successful lunchtime where they have not been stressed by friendship issues or behaviour problem are more able to learn in the afternoon.	Impact reviewed as appropriate.  Child's ability to learn and focus in the afternoon measured by CT and attainment and progress.	SENCO  MTA and CT	Ongoing and as appropriate.
Improved attendance	Monthly attendance reviews with Admin Assistant and HT. Follow up letters to relevant parents, liaison with EWO and parent meetings to put attendance plan in place if appropriate.	Focus on attendance is prove to impact children's learning, attainment and progress in school. Evidence will show that attendance of children where there is a concern will improve.	Monitored by HT and by impact in school.	HT and CEO	Half-termly and as appropriate.
Support for service families, particularly when parents on deployment	Weekly after-school military kids club, coffee mornings.	Engagement in this club offers lots opportunities for involvement in military activities.	Run by teacher.	BM/KH	<b>£ 200 subscription to Kids Military Club</b>
<b>Total budgeted cost</b>					
<b>Total combined budgeted cost</b>					£98,521)
					£103,180

	£4,659 contingency
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6. Review of expenditure			
Previous Academic Year 2017-18			
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)

<p><b>A:</b> Children making at least their expected progress and their specific learning barriers recognised and managed.</p>	<p>Oracy support to develop language skills. SDP One foundation teacher attending the ELKAN course to allow early intervention of support for speech and language 5-11</p> <p>Technology used to support learning including laptops and speaking into recording devices.</p> <p>Termly assessment attainment and progress reviews allow instant reaction to poor progress and ability to target support to effect change. This year afternoon LSA support has been pooled to allow teachers to plan support for groups of underachieving children within mixed age groups. 1/2, 3/4/, 5/6.</p> <p>Focused support includes: Focused interventions: ELS, ALS, Precision teaching, FFT Wave 3 interventions.</p> <p>Feedback given to the learner relative to learning goals. It should aim to (and be capable of) producing improvement in students' learning.</p> <p>Use of maths passports to allow children to know where they are with their learning and what their learning journey looks like.</p> <p>ELKAN course and interventions to support speech and language.</p> <p>Support in specific year groups where PP children numbers are high or PP progress needs supporting.</p>	<p><i>Assessments demonstrate children are making expected progress from their starting point. SEN and other barriers to learning recognised and appropriate interventions planned for:</i></p> <p><i>ELKAN support being embedded as package of interventions and targeted support, particularly for early identification of needs.</i></p> <p><i>Assessments show that PP children are making expected progress across the year, when the slower progress of SEN PP children are considered.</i></p> <ul style="list-style-type: none"> <li>• Barriers to learning for our PP children are targeted. This has included parents evenings with parents, ELSA sessions, a homework club, attendance reviews and evidence based targeted interventions. If parents do not attend parents evening then they are invited to a meeting with the HT and CT to ensure they are aware of their child's progress/attainment and how they can support this. We aim for 100% attendance.</li> <li>• EYFS: 50% (1/2)</li> <li>• Yr1 Phonics screening 33% met the expected standard. (1/3) 1 PP child has SEN</li> <li>• KS1 Reading expected 56% (5/9) greater depth 33%</li> </ul> <p>Writing expected 44% (4/9) greater depth 33%</p> <p>Maths expected 77% (7/9) greater depth 33%</p> <p>GPS expected 33% (3/9) 0% greater depth</p> <p>Combined RWM expected 44% greater depth 33% 4 PP children has SEN</p>	<p><b>Pupil Premium Progress Analysis: Summer Term 2018</b></p> <table border="1"> <thead> <tr> <th colspan="6">% of PP who have achieved ARE</th> </tr> <tr> <th>Year</th> <th>Amount of PP in year group</th> <th>Writing</th> <th>Reading</th> <th>Maths</th> <th>SPAG</th> </tr> </thead> <tbody> <tr> <td><b>Total</b></td> <td><b>50 (SEN)</b></td> <td><b>52</b></td> <td><b>64</b></td> <td><b>72</b></td> <td><b>66</b></td> </tr> <tr> <td><b>F</b></td> <td>2 (1)</td> <td>50</td> <td>50</td> <td>50</td> <td>n/a</td> </tr> <tr> <td><b>1</b></td> <td>3 (2)</td> <td>0</td> <td>33</td> <td>67</td> <td>0</td> </tr> <tr> <td><b>2</b></td> <td>9 (4)</td> <td>44</td> <td>55</td> <td>77</td> <td>33</td> </tr> <tr> <td><b>3</b></td> <td>5 (0) <small>1 child in results left school at Easter</small></td> <td>80</td> <td>80</td> <td>100</td> <td>100</td> </tr> <tr> <td><b>4</b></td> <td>14 (1)</td> <td>71</td> <td>79</td> <td>71</td> <td>100</td> </tr> <tr> <td><b>5</b></td> <td>7 (2)</td> <td>43</td> <td>57</td> <td>86</td> <td>57</td> </tr> <tr> <td><b>6</b></td> <td>9 (1 SEN support, 4 SEN concern)</td> <td>44</td> <td>55</td> <td>66</td> <td>44</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="6">% of PP who have made expected progress over year</th> </tr> <tr> <th>Year</th> <th>Amount of PP in year group</th> <th>Writing</th> <th>Reading</th> <th>Maths</th> <th>SPAG</th> </tr> </thead> <tbody> <tr> <td><b>Total</b></td> <td><b>50 (SEN)</b></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>F</b></td> <td>2 (1)</td> <td>50</td> <td>100</td> <td>100</td> <td>-</td> </tr> <tr> <td><b>1</b></td> <td>3 (2)</td> <td>33</td> <td>67</td> <td>100</td> <td>-</td> </tr> <tr> <td><b>2</b></td> <td>9 (4)</td> <td>89</td> <td>100</td> <td>100</td> <td>67</td> </tr> <tr> <td><b>3</b></td> <td>5 (0) <small>1 child in results left school at Easter</small></td> <td>80</td> <td>80</td> <td>80</td> <td>100</td> </tr> <tr> <td><b>4</b></td> <td>14 (1)</td> <td>92</td> <td>75</td> <td>75</td> <td>91</td> </tr> <tr> <td><b>5</b></td> <td>7 (2)</td> <td>71</td> <td>86</td> <td>100</td> <td>67</td> </tr> <tr> <td><b>6</b></td> <td>9 (5)</td> <td>100</td> <td>100</td> <td>100</td> <td>100</td> </tr> <tr> <td colspan="6" style="text-align: center;"><b>Progress from KS1</b></td> </tr> <tr> <td><b>6</b></td> <td>9 (5)</td> <td>89</td> <td>67</td> <td>71</td> <td>67</td> </tr> </tbody> </table> <p>Support for present Year 3 to meet expectations:</p> <ul style="list-style-type: none"> <li>• LSA starting ALS 3 afternoons a week from Jan 2019.</li> <li>• RWI booster group for targeted children.</li> <li>• LSA to support targeted children 1:1 from Jan 19</li> <li>• LSA supporting children in maths booster in afternoons.</li> </ul>	% of PP who have achieved ARE						Year	Amount of PP in year group	Writing	Reading	Maths	SPAG	<b>Total</b>	<b>50 (SEN)</b>	<b>52</b>	<b>64</b>	<b>72</b>	<b>66</b>	<b>F</b>	2 (1)	50	50	50	n/a	<b>1</b>	3 (2)	0	33	67	0	<b>2</b>	9 (4)	44	55	77	33	<b>3</b>	5 (0) <small>1 child in results left school at Easter</small>	80	80	100	100	<b>4</b>	14 (1)	71	79	71	100	<b>5</b>	7 (2)	43	57	86	57	<b>6</b>	9 (1 SEN support, 4 SEN concern)	44	55	66	44	% of PP who have made expected progress over year						Year	Amount of PP in year group	Writing	Reading	Maths	SPAG	<b>Total</b>	<b>50 (SEN)</b>					<b>F</b>	2 (1)	50	100	100	-	<b>1</b>	3 (2)	33	67	100	-	<b>2</b>	9 (4)	89	100	100	67	<b>3</b>	5 (0) <small>1 child in results left school at Easter</small>	80	80	80	100	<b>4</b>	14 (1)	92	75	75	91	<b>5</b>	7 (2)	71	86	100	67	<b>6</b>	9 (5)	100	100	100	100	<b>Progress from KS1</b>						<b>6</b>	9 (5)	89	67	71	67
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		<p>· KS2 Reading expected 55% (5/9) 3 children 2C or below in KS1</p> <p>Writing expected 44% (4/9) 5 children 2C in KS1</p> <p>Maths expected 66% (6/9) 3 children 2C in KS1</p> <p>GPS expected 44% (4/9)</p> <p>Combined RWM 44% 1 PP child has SEN</p>	<ul style="list-style-type: none"> <li>● HLTA to work with targeted children from 10.10-10.30am each morning with basic number skills.</li> <li>● Progress review letters inviting parents to meet with HT and CT if children not made progress as expected and home support is an issue.</li> </ul>
<p><b>B:</b> Children are more able to access learning by having support to interact more successfully with other children, share their feelings and modify their behaviour to enable learning.</p>	<p>Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning.</p> <p>Behaviour support strategies implemented by PSA, HLTA, learning mentor and CT. Support from MAST.</p> <p>PSA support of parents with attendance, the effects of low incomes and service families .e.g. housing.</p>	<p><i>Improved attendance where appropriate.</i></p> <p>Continuous monitoring and support for attendance has reduced persistent absence. despite non-financing, school attendance remains good at 96% although not at our target of 97%</p> <p><i>Greater parental involvement and support evidenced through improved attainment, progress and well-being.</i></p> <p><i>Children are able to make at least expected progress and enjoy learning through support with modifying behaviour and interacting more successfully with peers. They are emotionally ready to learn.</i></p> <p>School wide behaviour support plan effective in sharing approaches.</p> <p>External support through the Quay partnership was effective.</p>	<p>Continue with ELSA support as identified and needed. New therapies and approaches learnt and used in 2017-18 to be continued to be utilised including homunculii, lego therapy and play therapy.</p> <p>Improved attendance monitoring through HT and admin assistant with half-termly reviews and follow up for poor attendance through phone calls, meetings and letters to engage parents support and discover barriers to good attendance.</p> <p>PSA role targeted even more towards attendance in 2018-19 to support parental engagement about the issue.</p>

<p><b>C: Children motivated to learn.</b></p>	<p>Digital technology: The use of digital technologies to support learning.</p> <p>PSA engagement with parents to support motivating children to learn at home and at school.</p> <p>Parent support courses and workshops.</p> <p>Feedback given to the learner relative to learning goals. It should aim to (and be capable of) producing improvement in students' learning.</p> <p>Specific support for Pupil Premium children when appropriate: trips and clubs subsidised, activities targeted at motivating children e.g. trip to meet Nick Sharratt and books bought.</p> <p>Raising aspirations through targeted visits and trip in Year 6. Focus for this year, including trips to the university, art college and visits by parents/carers discussing their careers.</p> <p>Collaborative or cooperative learning.</p> <p>Developing independence through carefully planned tasks which build on children's skills.</p> <p>Positive behaviour and learning support to encourage confidence and self-esteem.</p>	<p>Children are able to make expected progress as they are trying harder to understand concepts and interact with school life and expectations. They are enthused and motivated to learn and succeed. Evidenced through assessment outcomes.</p> <p>PSA's workload is focused on supporting parent engagement, home support and barriers to learning through homework clubs and home visits.</p> <p>Subsidised PP children £250 each to go on Year 5 residential trip to Bude. All those that wanted to attend were able to.</p> <p>ELSA timetable continues to support and target children with needs.</p> <p>This plan continues and will expand in 2018-19.</p>	<p>PSA provision to continue next year in same format</p> <p>Subsidising to continue next year as it enables PP children to access trips and our residential.</p>
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**ii. Targeted support**

<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>
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<p>A: Children making at least expected progress.</p>	<p>Interventions planned and designed to support specific areas gaps in understanding and support specific learning difficulties.</p> <p>ELKAN course and interventions to support speech and language.</p> <p>Focused follow up sessions after English and maths lessons to build on and reinforce understanding ready for the next day's lessons. Support in specific year groups where PP children numbers are high or PP progress needs supporting.</p>	<p>LSA's supported pre and post lesson teaching which will continue in 2018-19</p>	<p>LSA's to continue to pre and post teach and new approach in Year 6 of grouping maths with support of HLTA.</p>

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)																																				
<p>Motivation to learn, making at least expected progress.</p>	<p>Abacus scheme subscription with school and home access to support mental maths attainment/progress.</p>	<p>Present Year 6 improvement in maths attainment:</p> <table border="1" data-bbox="869 887 1413 1062"> <thead> <tr> <th colspan="6">Maths</th> </tr> <tr> <th></th> <th>Term</th> <th>below</th> <th>ARE</th> <th>above</th> <th>ARE + above</th> </tr> </thead> <tbody> <tr> <td>Yr3</td> <td>Su</td> <td>30</td> <td>51</td> <td>19</td> <td>70</td> </tr> <tr> <td>Yr4</td> <td>Su</td> <td>31</td> <td>43</td> <td>26</td> <td>69</td> </tr> <tr> <td>Yr5</td> <td>Su</td> <td>12</td> <td>58</td> <td>30</td> <td>88</td> </tr> <tr> <td>Yr6</td> <td>Au</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Impact of Abacus on present Year 6 children. Table evidences improvement in one year.</p>	Maths							Term	below	ARE	above	ARE + above	Yr3	Su	30	51	19	70	Yr4	Su	31	43	26	69	Yr5	Su	12	58	30	88	Yr6	Au					<p>Abacus embedding continues and daily skills sessions continue, including Time Tables Rock Stars and quick maths.</p>
Maths																																							
	Term	below	ARE	above	ARE + above																																		
Yr3	Su	30	51	19	70																																		
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<p>Children are more able to access learning by having support to interact more successfully with other children, share their feelings and modify their behaviour to enable learning.</p>	<p>MAST referral subscription to support children when appropriate with Learning mentor, home support and educational psychologist support and assessment.</p> <p>MTA support for specific children who find lunchtimes challenging.</p>	<p>Referrals to MAST continue to support appropriate needs of PP children. Support enabled one PP child to access specialist provision in 2017-18</p>	<p>MAST subscription continued for 2018-19</p>
<p>Improved attendance</p>	<p>Sign up to the EWO service to ensure that attendance is a priority and support with persistent absenteeism and with liaising and supporting parents as appropriate.</p>	<p>Headteacher and admin assistant monitoring attendance through monthly attendance review meetings has enabled a much more hands on and informed approach to tackling absenteeism. Reduction in persistent absenteeism from 8.9% to 5.6% across Spring and Summer terms and increase in attendance from 95.6% to 96% over the same period.</p>	<p>This approach to continue as effective</p>
<p>Support for service families, particularly when parents on deployment</p>	<p>Weekly after-school military kids club</p>	<p>Military coffee morning and support through school after school and lunchtime club continues. Support provided for Bude residential trip last year of £250 per child.</p>	<p>To continue next year</p>

## 7. Additional detail

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

