Robins Lane Pupil Premium Strategy 2018-2019

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **School** | Robins Lane Community Primary School | | | | |
| **Academic Year** | 2018-19 | **Total PP budget** | £97,680 | **Date of most recent PP Review** | 09.02.18 |
| **Total number of pupils** | 227  (October 2018) | **Number of pupils eligible for PP** | 74 | **Date for next internal review of this strategy** | 06.12.18  (Link governor review) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Current attainment – 2017/2018** | | | | | |
|  | | | *Pupils eligible for PP School*  *(Ever 6 FSM)*  *School* ***National*** | | *Pupils not eligible for PP*  *(Other)*  *School* ***National*** |
| **EYFS** | | | | | |
| **% achieving a Good Level of Development** | | | 20% (1/5) **TBC%** | | *88%* ***??%*** |
| **KS1** | | | | | |
| **% making expected standard in Reading** | | | 36% (4/11) **TBC%** | | *82%* ***TBC%*** |
| **% making expected standard in Writing** | | | 36% (4/11) **TBC%** | | *79%* ***TBC%*** |
| **% making expected standard in Maths** | | | 36% (4/11) **TBC%** | | *82%* ***TBC%*** |
| **% making expected standard in Phonics (By end of Year 1)** | | | 46% (5/11) **TBC%** | | *83%* ***TBC%*** |
| **KS2** | | | | | |
| **% achieving expected standard in Reading, Writing and Maths** | | | 31% (4/13) **TBC%** | | *75%* ***70%*** |
| **% achieving expected standard in Reading** | | | 38% (5/13) **80%** | | *81%* ***80%*** |
| **% achieving expected standard in Writing** | | | 38% (5/13) **83%** | | *94%* ***83%*** |
| **% achieving expected standard in Maths** | | | 46% (6/13) **81%** | | *81%* ***81%*** |
|  | | | | | |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | |
| **In-school barriers** | | | | | |
|  | | Attainment in phonics for PP pupils is lower than other pupils. This is having a detrimental effect on pupils’ ability to attain effectively in later years. | | | |
|  | | Attainment and progress in mathematics by the end of KS1 and KS2 is lower than other children. This is having a detrimental effect on pupils’ ability to access age-related National Curriculum content in later years, increasing the requirement for catch-up interventions in Key Stage 2. | | | |
|  | | Attainment and progress in reading by the end of KS1 and KS2 is lower than other children. This is having a detrimental effect on pupils’ ability to access age-related National Curriculum content in later years, increasing the requirement for catch-up interventions in Key Stage 2. | | | |
|  | | Difficulties with speech and language, and/or early development delay, upon entry into EYFS as well as limited vocabulary moving through the school. | | | |
| E. | | Behaviour and emotional well-being of internally identified PP pupils, particularly in Upper KS2, is having a detrimental effect on their attainment and progress. | | | |
| **External barriers** | | | | | |
| F. | | The number of pupils persistently absent has increased for a second year and is above national averages. A number of these pupils are also PP pupils. This is having a detrimental effect on pupils’ access to the curriculum and, in turn, attainment and progress. | | | |
| G. | | There has been an increase in the number of PP eligible children with vulnerable/difficult home situations. This is impacting said children’s emotional states and their readiness to learn. | | | |
| H. | | A number of children come from a traveller community and families require additional support to access/engage with school life and school information on a frequent basis. | | | |
|  | | There has been a two-year reduction in the number of new-starter families accessing PP funding. This is reducing the finances available to support the needs of children eligible for funding. | | | |
| 1. **Desired outcomes** *(see Pupil Premium action plan 2017-2018)* | | | | **Success criteria** | |
|  | (Improve phonics) Improved quality of teaching and learning of early reading, in particular, phonics. Consistency in approach of teaching reading and early reading. Sufficient resources available for delivering phonics programme. Increased reading at home. Improvements in attainment and progress for all, including PP pupils. | | | At least 66% (4/6) of PP children will achieve expected standards for reading in EYFS and ‘GLD’.  Phonics attainment at the end of Y1 for PP pupils will be at least 40% (2/5). This cohort has a smaller number of PP eligible pupils, two of whom have significant SENDs.  At least 60% of children sitting the phonics recheck will pass. | |
|  | (Improve KS1 and KS2 mathematics) Improved quality of teaching and learning of mathematics. Consistency in approach of teaching mathematics in KS1 and KS2. Sufficient resources available for delivering mathematics. Regular opportunities for pupils to reason and problem solve in order to gain conceptual understanding, consolidate learning and master mathematics concepts. Improvements in attainment and progress for all, including PP pupils. | | | An increase of at least 15% in end of KS1 expected attainment for PP pupils.  An increase of at least 10% in end of KS2 expected attainment for PP pupils.  An increase from 0% in end of KS2 greater depth attainment for PP pupils. | |
|  | (Improve KS1 and KS2 reading) Improved quality of teaching and learning of reading in KS1 and KS2. Consistency in approach of teaching reading. Sufficient resources available for delivering reading. Increased reading at home. Improvements in attainment and progress for all, including PP pupils. | | | An increase of at least 15% in end of KS1 expected attainment for PP pupils.  An increase of at least 15% in end of KS2 expected attainment for PP pupils.  End of KS2 greater depth PP attainment is at least 7%. | |
|  | (Improve early speaking and vocabulary) All children whom, on entry, are identified as having speech and vocabulary issues to make at least expected progress from starting points. Improvements to the quality of writing throughout the school and increased attainment in the GPS tests at the end of Key Stage 2. | | | At least 66% of PP pupils (4/6) to achieve speaking and listening early learning goals. | |
|  | (Improve pupil well-being, behaviour and self-esteem) Improved behaviour of internally identified pupils. An increase in self-esteem. More secure friendship groups for internally identified pupils. A reduction in the number of low-level behaviour incidents involving internally identified children. A reduction in the number of fixed term exclusions for internally identified pupils. | | | Less than 0.8% of pupils excluded by the end of the year.  Over 80% of internally identified pupils will have a reduction in the number of low-level behaviour incidents. | |
|  | (Improve attendance) Overall increase in the school’s average attendance percentage. A reduction in the number of PP pupils classified as persistently absent and an overall improvement in attendance for PP pupils. | | | The overall school attendance figure will be above that of the previous year. At least 50% reduction in the number of persistently absent PP pupils. | |
|  | (Improve home-life support) Accelerated connections to external/wider support agencies for children with vulnerable home situations. Improved coordination with multi-agency issues. A reduction in the number of medium/high-level behaviour incidents involving internally identified children. Internally identified children feeling supported. Causal improvements to attendance for linked PP children. | | | All known vulnerable children to have effectively coordinated multi-agency access and internal/qualitative data indicating continued support for, and engagement of, known children. | |
|  | (Continue liaison with traveller community) Maintenance of currently built relationships. Further improvements to attendance and punctuality of related children. | | | Engagement of target families to continue. A reduction in the number of persistently absent children from this learner group. | |
|  | (Improve PP funding uptake) A higher number of parents will access the PP funding, where eligible. Further funding for the school to support those children whom are eligible for PP funding support. | | | An increase in the number of parents applying for PP funding upon entry in Reception. | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. **Planned expenditure** | | | | | | |
| **A Academic year** | | **2018-2019** | | | | |
| 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. | | | | | | |
| 1. **Quality of teaching for all** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead/Cost** | **Review End 18-19**  **Next Step** |
| A (Improve phonics)  B (Improve KS1 and KS2 mathematics)  C (Improve KS1 and KS2 reading)  D (Improve early speaking and development delay) | * Implement a new whole-school assessment and tracking system to improve tracking of PP pupils and improve intervention monitoring and evaluation procedures. | | RESEARCH: NFER Building Block 4 – Meeting individual learning needs, Building Block 6 – Data driven and responding to evidence.  Rationale: Introduced last academic year. In-house evidence has indicated that PP eligible pupils are better tracked and targeted. Additionally, impact of interventions can now be properly evaluated. School to continue to fund for accurate tracking and data response. | * Ensure sufficient training is provided on the new system. * Protected leadership time for assessment lead to monitor, and report on, findings. * Regular monitoring of teachers inputting assessment information. * Introduce pupil progress meeting and associated proformas to indicate that teachers are better reviewing their own data. * Review planning, teaching, learning and assessment regularly. | Lead: Assessment lead/SENCO   * School Pupil Tracker Online subscription = £1,498 * Termly half-day system training briefings = £270 * Half-day leadership time each fortnight for assessment lead = £70 x 20 weeks = £1,400   TOTAL = £3,168 | Although the whole-school tracking system was being successfully implemented and beginning to inform focused support for PP eligible pupils, the tracker company notified that they would cease training at the end of this year. As a result, new trackers were explored in Spring 19 and a new one trialled in Summer 19 half-term 2.  **Next Step:**  **Continue** with tracking system, ensure implementation issues are addressed and all staff are fully trained. Strengthen capacity to use formative assessment to inform planned interventions. |
| B (Improve KS1 and KS2 mathematics) | * Quality first teaching for all pupils through the implementation of Singapore Maths mastery approach – Maths No Problem. * Provide associated professional development for teachers. * TA in each year group to support the delivery of mathematics lessons – TO BE REVIEWED BY GOVERNORS IN DECEMBER. | | RESEARCH: NFER Building Block 3 – High quality teaching for all, Building Block 5 – Deploy staff effectively. EEF Research – Mastery learning (+5 months).  Rationale: Previous and current school data which shows a continuing need to raise attainment for PPG pupils. Data shows that accelerated progress is needed for some groups of pupils within classes to meet ARE. In house and external teaching monitoring exercises now indicate improvements in overall quality of teaching in mathematics, and consistency, across the school. | * Regular lesson observations. * Learning walks (some with a focus on TA deployment). * Book scrutiny checks. * Pupil voice. * Termly tracking data, monitoring of groups. * Pupil Progress meetings. * Ensure sufficient professional development for teachers to implement, and embed, the mastery approach across the school. * Ensure all associated resources are acquired. | Lead: Maths lead/SLT   * Maths No Problem whole-school one-day teacher training for new staff = £1,300 * Associated workbooks, exercise books and subscriptions = £6781 * Associated mathematics resources = £2500 * Fortnightly follow-up coaching = £350 per day x 10 = £3500 * 1x TA per year group, per morning = £47,796   TOTAL = £61,877 | The implementation of Maths No Problem for its first full year has resulted in greater quality and consistency of teaching in mathematics. Children’s reasoning ability is increasing. As a result, 73% of children in KS1 achieved expected standards and 12% greater depth. 71% of children in KS2 achieved expected standard and 21% achieved greater depth.  **Next Step:**  **Continue** with Maths No Problem. Identify further opportunities for children to practice, and master, fluency skills. |
| C (Improve KS1 and KS2 reading) | * Quality first teaching for all pupils through the implementation of a whole-class reading teaching approach in place of the previous ‘carousel structure’. * Continuation of phonics scheme – RWI, including new decodable home reader books linked to each taught sound. * Provide professional development for new staff. * TA in each classroom to support the delivery whole-class reading lessons and deliver some small group guided/RWI sessions. * Restock the library. * Introduce a ‘home reading’ scheme for Year 2 through to Year 6. | | RESEARCH: NFER Building Block 3 – High quality teaching for all. EEF Research – Reading comprehension strategies (+5 months), Phonics (+4 months). Numerous institutions, and authorities such as Herts for Learning, are now advocating the benefits of whole-class approaches to reading.  Rationale: Previous and current school data shows a continuing need to raise attainment for PPG pupils. Data shows that accelerated progress is needed for some groups of pupils within classes to meet ARE. In-house evidence shows that, where whole-class reading pedagogy was implemented last year, increased progress and improved quality of teaching resulted. Data also indicates positive improvements in phonics results. | * Regular lesson observations. * Learning walks (some with a focus on TA deployment). * Book scrutiny checks. * Pupil voice. * Termly tracking data, monitoring of groups. * Pupil Progress meetings. * Ensure sufficient professional development for teachers to implement, and embed, the approach across the school. * Ensure all associated resources are acquired. | Lead: Phonics lead/SLT   * Phonics resources (RWI ‘Book Bag’ decodable books) = £1,212 * Phonics coaching costs met by TLIF government funding * New staff two-day introduction training £200 x 5 = £1000. * New library books = £3000 * New home reading scheme = £5000 * 1x TA per year group, per morning (cost quantified in previous box)   TOTAL = £10,412 | The implementation of a whole-school reading scheme, continuing with RWI Phonics and increasing the profile of the school library through the restock have increased attitudes to reading. This has also led to 76.6% achieving expected standard in KS1 and 20% achieving greater depth standard. End of KS2 standards were lower than expected. Key to this were fluency-based issues. It continues to be the case that TAs in KS2 do not seem to have evidential impact.  **Next Step:**  **Do not continue** with TAs in KS2 classes. **Continue** with promotion of reading. Review next steps to further enhance and organise through a school librarian and electronic checking in/out library systems to monitor habits and preferences for targeting PP-eligible pupils. Also, identify fluency-based support for UKS2 children. |
| D (Improve speaking and vocabulary) | * Quality first teaching for all pupils through the implementation a consistent approach to the teaching of writing (Talk 4 Writing) by committing to the two-year Primary Writing Project. | | RESEARCH: NFER Building Block 3 – High quality teaching for all. EEF Research – Oral language interventions (+5 months).  Rationale: Previous and current school data shows a continuing need to raise attainment in this area for PPG pupils. Monitoring exercises have indicated the need for a consistent approach to teaching writing composition and further developing children’s language patterns and vocabulary repertoire. | * Regular lesson observations. * Learning walks. * Book scrutiny checks. * Pupil voice. * Termly tracking data, monitoring of groups. * Pupil Progress meetings. * Ensure sufficient professional development for teachers to implement, and embed, the approach across the school. * Ensure all associated resources are acquired. | Lead: English lead/SLT   * Primary Writing Project annual joining fee = £6500 * Half-day leadership time for English lead = £70 x 20 weeks = £1,400 * Associated resources = £1000   TOTAL = £8,900 | The project has now been running properly since January (September in Y6). It has already brought about an increased consistency of approach to teaching writing. This has resulted in 75% achieving expected standard, and 21% achieving greater depth, in KS2. Of the PP-eligible children, 83% of those achieving L2C or above at KS1 achieved expected standard.  **Next Step:**  **Continue** with project and support new staff in using the approach. Review additional writing support/intervention approaches for those identified as having difficulties in writing. |

|  |  |
| --- | --- |
| **Total budgeted cost** | £84,357 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. **Targeted support** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead/cost** | | **Review End 18-19**  **Next Step** |
| A (Improve phonics)  C (Improve KS1 and KS2 reading) | * Read, Write, Inc. Phonics intervention groups. * Read, Write, Inc. 1:1 catch-up sessions. * Read, Write, Inc. 1:1 specialised tutoring kit for children with SENDs. | RESEARCH: NFER Building Block 3 – High quality teaching for all. EEF Research – Early Years Intervention (+5 months), Phonics (+4 months).  Rationale: A number of PP eligible pupils did not meet the phonics check standard in Year 1 last year. In-house data evidences that children receiving 1:1 catch up typically had at least similar progress rates to their peers. | * Introduction of pre- and post-intervention assessments to evaluate intervention impact. * Termly tracking data, monitoring of groups. * Intervention observations. * Progress meetings with each intervention staff member. * Ensure all resources are required. * Ensure planning and preparation time for TAs. * Parent and pupil voice. | Lead: EYFS lead/RWI lead/ SENCO   * RWI intervention delivery: £524 x 12 = £6,288 * RWI catch-up teacher: £10000 * Training costs met by TLIF government funding.   TOTAL = £16,288 | | GLD overall continues to be over 70% and the % of PP eligible pupils achieving GLD has risen to 50% (3/6). KS1 phonics pass rate this year was 87% - an increase of 11%. 40% of PP eligible pupils passed, (2/5) and one missed the pass by 1 mark.  The % of Y2 pupils passing the re-check was 83% (5/6).  **Next Step:**  **Continue** with this approach as it has brought about high rates of success in its first full-year of implementation. |
| D (Improve early speaking and development delay) | * ‘Early Talk Boost’ intervention in Nursery and Reception for targeted pupils. | RESEARCH: NFER Building Block 3 – High quality teaching for all. EEF Research – Early Years Intervention (+5 months), Oral language interventions (+5 months), Phonics (+4 months).  Rationale: Early Talk Boost has had significantly positive results when used in school last year. Data and internal observations in EYFS continue to indicate speech and language issues on entry, particularly for a number of PP eligible pupils. | * Use of pre- and post-intervention assessments to evaluate intervention impact. * Termly tracking data, monitoring of groups. * Intervention observations. * Progress meetings with each intervention staff member. * Ensure all resources are required. * Ensure planning and preparation time for TAs. * Parent and pupil voice. * Monitor learning records. | Lead: EYFS lead/SENCO   * 1 x learning assistant a.m. in EYFS to deliver intervention (cost quantified in earlier box) * No further training or resource costs.   TOTAL = costs quantified elsewhere | | All children who accessed the programme made expected progress in maths, reading and writing whilst on the programme.  **Next Step:**  **Continue** with programme in Nursery and Reception, where necessary. |
| B (Improve KS1 and KS2 mathematics) | * 1stClass@Number catch-up interventions in Year 1 and Year 2 – TO BE REVIEWED IN DECEMBER * Targeted booster classes for Year 6. * Targeted additional after-school tuition and personalised homework for PP eligible pupils in Year 6 via Kumon tutoring centre. | RESEARCH: NFER Building Block 5 – Deploy staff effectively. EEF Research – Small group tuition (+4 months), homework (+3 months), One to one tuition (+5 months).  Rationale: Previous and current data shows a continuing need to raise attainment for PP pupils in these cohorts. Data shows that a significant number of PP eligible pupils in Year 6 are behind expectations and need accelerated progress to achieve ARE in mathematics. | * Introduction of pre- and post-intervention assessments to evaluate intervention impact. * Termly tracking data, monitoring of groups. * Intervention observations. * Progress meetings with each intervention staff member. * Ensure all resources are required. * Ensure planning and preparation time for TAs. * Parent and pupil voice. | Lead: Maths lead/SENCO   * 1st Class@Num delivery: £288 x 6 = £1,728 * ‘Greater Depth’ Booster classes provided by qualified teaching staff: £580 * ‘Expected Standard’ Booster classes provided by qualified teaching staff: £1949 * 1x TA per year group, per morning (cost quantified in a previous box) * Kumon tutoring centre places = £360 x 12 = £4,320   TOTAL = £8,577 | | Following the previous PP strategy in 2017-2018, it was decided that 1stClass@Number catch-up would be reviewed in December. After review, the intervention has, again, not been impactful. Targeted booster classes and after-school tuition through Kumon has seen rapid acceleration in pupil confidence and improvements in calculation and fluency skills. 71% of children in KS2 achieved expected standard and 21% achieved greater depth.  **Next Step:**  **Do not continue** with 1stClass@Number.  mathematics. **Continue** use of Kumon. Trial earlier provision for current Year 5s to explore potential for greater impact. |
| C (Improve KS1 and KS2 reading) | * Deputy Headteacher to plan and facilitate learning opportunities that will be delivered through: * Targeted booster classes for Year 2. * Targeted booster classes for Year 6. | RESEARCH: NFER Building Block 5 – Deploy staff effectively. EEF Research – Reading comprehension strategies (+5 months), Small group tuition (+4 months).  Rationale: Previous and current data shows a continuing need to raise attainment for PP pupils in these cohorts. Data shows that accelerated progress is needed to achieve ARE in reading. | * Introduction of pre- and post-intervention assessments to evaluate intervention impact. * Termly tracking data, monitoring of groups. * Intervention observations. * Progress meetings with each intervention staff member. * Ensure all resources are required. * Ensure planning and preparation time for TAs. * Parent and pupil voice. * Monitor DHT planning. | Lead: DHT/English lead/SENCO   * Booster classes: £462 * DHT salary x 3 p.m. sessions = £9,303   TOTAL = £9,765 | | Targeted booster sessions in Year 2 has brought about an increase in attainment to 76.6%. 80% (8/10) of the Y2 PP eligible pupils made expected progress from their previous key stage attainment. Where children did not make expected progress, this was linked to wider issues. End of KS2 standards were lower than expected. Key to this were fluency-based issues.  **Next Step: Continue** with the provision for these targeted groups and increase provision for these, outside of the school day, so that full access to the curriculum is not hindered. |
| C (Improve KS1 and KS2 reading) | * PP with specific literacy difficulties to access ‘IDL’ online reading and spelling intervention programme. | RESEARCH: Early research into the IDL programme indicates that pupils make, on average, 10 months progress in reading and spelling ages after 26 hours of use.  Rationale: There are a number of PP pupils who are displaying specific difficulties with reading and spelling, including some with dyslexia diagnosis/traits. The programme can also be accessed at home to engage, and support, parents. | * Introduction of pre- and post-intervention assessments to evaluate intervention impact. * Termly tracking data, monitoring of groups. * Intervention observations. * Progress meetings with each intervention staff member. * Monitoring of online use for all target pupils. * Ensure planning and preparation time for TAs. * Parent and pupil voice. * Book scrutiny. | Lead: SENCO   * IDL programme = £399   TOTAL = £399 | | The use of IDL saw good rates of progress during Spring 2019. However, progress of some children undertaking the programme diminished in Summer 2019. For these children, this is linked to wider personal factors.  **Next Step:**  **Continue** with IDL and explore how its use could be expanded beyond the current number using it. |
| E (Improve pupil well-being, behaviour and self-esteem) | * Engage the services of an educational psychologist, in addition to the standard hours provided by the LA, to support early identifications of needs and support. * Engage the services of the Behaviour Improvement Team (BIT team) | RESEARCH: NFER Building Block 2 – Addressing behaviour and attendance, Building Block 4 – Meeting individual needs. EEF Research – Behaviour interventions (+3 months).  Rationale: There are a number of PP pupils in school whom have been referred to the paediatric service or other health professionals but have been discharged for non-attendance. This leads to a lack of advice/ support for both school and parents on how to manage behaviours and need in order to raise attainment. | * Review actions generated from external visitors. * Monitor the implementation of actions/recommendations. * Monitor associated records, such as behaviour logs. * Review the number of pupils acquiring additional support as a result of agency involvement. * Pupil and parent voice. * Monitor the reduction in families considered as being disengaged. | Lead: SENCO   * Learning support service x 5 visits @ £90= £450 * EP 6 days @ £420 per day =£2520 * Annual service level agreement with BIT team = £1,500   TOTAL = £4,470 | | Administration issues hindered full access to the additional hours with an educational psychologist. Nonetheless, previous strategy reviews have indicated this to be an impactful provision. Engagement with the BIT team has supported two PP-eligible children with high-level needs to access specialist provisions. It has supported two other vulnerable children resulting in 0 fixed-term exclusions in spring or summer.  **Next Step:**  **Continue** with allocating funding for this approach. |
| E (Improve pupil well-being, behaviour and self-esteem)  F (Improve attendance)  G (Improve home-life support) | * Provide a full-time Pastoral Manager to support families of PP pupils experiencing difficulties as well as those whom are not engaging well with school and other agencies. * Engage the services of the LA Education Welfare Service each week to support families with improving attendance and pupil welfare. | RESEARCH: NFER Building Block 2 – Addressing behaviour and attendance, Building Block 4 – Meeting individual needs. EEF Research – Social and Emotional Learning (+4 months), Behaviour interventions (+3 months).  Rationale: There are a number of PP pupils who have barriers to learning involving social and economic issues in the family. Addressing these issues through family support will have a positive effect in raising attendance and achievement. | * Regular supervision by appropriate, independent professionals provided for all pastoral staff. * Progress of children identified as vulnerable and in receipt of support tracked through assessment and safeguarding systems. * Parent and pupil voice. * Regular attendance and punctuality monitoring. * Regular monitoring of vulnerable families. | Lead: Designated Safeguarding Lead/ Learning mentor   * Pastoral Manager = £32,326 * Education Welfare Service 3 x half-day weekly support until April 2019 = £11,850 then 1 x half-day weekly support from April 2019 = £3950   TOTAL = £48,126 | | The implementation of these two actions has resulted in a significant improvement in attendance. As of 08/07/19, the number of children persistently absent has dropped from 23 to 10. Of those, three are due to medical issues, and two are due to wider issues whist awaiting specialist provision. The school average attendance is also currently above 96%.  **Next Step:**  **Continue** with allocating funding for these approaches. |
| **Total budgeted cost** | | | | £87,625 | | |
| 1. **Other approaches** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead/Cost** | | **Review End 18-19**  **Next Step** |
| H (Continue liaison with traveller community) | * Buy in to the Service Level Agreement (SLA) for Learner Support services, which includes the Traveller Liaison Officer and support team. | RESEARCH: NFER Building Block 2 – Addressing behaviour and attendance, Building Block 4 – Meeting individual learning needs. EEF Research – Parental engagement (+3 months).  Rationale: Empirical evidence from previous years indicates the need to maintain this provision to support continued engagement. | * Request regular feedback from work of Traveller Liaison Officer * Monitor attendance and punctuality of identified children * Monitor behaviour records * Monitor attainment and progress records | Lead: School Business Manager/ Pastoral Manager   * Learner support service - £1500 annual SLA fee   TOTAL = £1500 | | The Traveller Liaison Officer has supported the Pastoral Manager in improving attendance of traveller families. However, some illness within the service has resulted in staffing and support changes.  **Next Step:**  **Continue** with this approach. Note that costings for this support are recuperated by the local authority before delegated funding is provided. |
| I (improve PP uptake) | * Provide free school jumper to new-starter families who complete the PP funding form. | RESEARCH: Engagement with other schools experiencing similar issues have recommended this strategy to improve PP uptake.  Rationale: Further encouragement to apply for the PP grant funding is required. New ideas have been researched and this is being trialled for 2018. | * Introduce during high-profile event (new parents welcome evening) * Check sign-up sheets against parent register * Evaluate number of PP children as a result of initiative | Lead: School Business Manager   * 1 x jumper for up to 30 children = £300   TOTAL = £300 | | Whilst this was a much-appreciated offer to the parents, it did not have a notable impact on the number of parents willing to complete the PP funding form.  **Next Step:**  **Do not continue** with allocating funding for this approach. |
| **Total budgeted cost** | | | | | | £1,800 |
|  | | | | | | |
| **Total cost i: Quality teaching for all** | | | | | £84,357 | |
| **Total cost ii: Targeted support** | | | | | £87,625 | |
| **Total cost iii: Other approaches** | | | | | £1,800 | |
| **Overall total cost** | | | | | £171,982 | |
| **Additional school funding to improve outcomes for Pupil Premium pupils** | | | | | £77,302 | |
| **Pupil Premium funding spending** | | | | | £97,680 | |