



Pupil premium strategy statement: Sandy Lane Primary School

1. Summary information					
School	Sandy Lane Primary School				
Academic Year	2019/2020	Total PP budget	£100,960	Date of most recent PP Review	Jul 2019
Total number of pupils	497	Number of pupils eligible for PP	62	Date for next internal review of this strategy	Dec 2019

2. Current attainment		
	<i>Pupils eligible for PP (21 children) School Progress estimated and % under review</i>	<i>Pupils not eligible for PP</i>
% achieving expected level or above in Reading, Writing and Maths	57/0	60/7
% achieving expected level or above in Reading	62/5	76/23
Progress	-1.24	0.6
% achieving expected level or above in Writing	81/5	80/14
Progress	-0.3	0.3
% achieving expected level or above in Maths	62/5	74/18
Progress	-2.06	-0.7

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	QFT and interventions desired impact
B.	A lower % of PPG are attaining EXS/GDS than their non-PP peers internally and nationally
C.	Emotional Health and social skills of a small number of PP children impacts on their experiences and work in class.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	In some cases, consistent attendance and punctuality



E.	In some cases, access to resources, such as books and libraries
F.	In some cases, a lack of regular routines including home reading, homework, spellings and having correct equipment in school.



4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Ensure consistently high quality teaching and learning with interventions having desired impact (SDP Key Priority 1)	<ul style="list-style-type: none"> • Regular triangulation of teaching, combined with CPD, ensures QFT across school. • Effective use of support staff • Interventions are research based and measured to monitor impact.
B.	Gap diminished by PP chn attaining EXS/GDS (SDP Key Priority 2 & 3)	<ul style="list-style-type: none"> • Gap is closing over time. • End of key stage phase progress measures improve • % of Pupils eligible for PP attaining EXS is in line with non-eligible peers (taking into account low numbers/SEND). • % of Pupils eligible for PP attaining greater depth is in line with non-eligible peers (taking into account low numbers).
C.	Improve emotional health, with access to wider experiences, enables children to build self-esteem, confidence and resilience	<ul style="list-style-type: none"> • PPG pupils have same access to wide range of enrichment activities. • Self-esteem/focus on learning improves • Pupils eligible for PP make progress at least in line with other pupils with similar starting points consequently diminishing the attainment gap. • Progress shown from baseline (Boxall Profile).
D.	All disadvantaged pupils will meet national expectations for attendance and punctuality	<ul style="list-style-type: none"> • All our disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96.4%) • Parents will be informed each term of their child's attendance (parents evening and end of year reports). • The school will contact parents proactively if attendance slips. • Families will be engaged with FSA and where appropriate the EWO. • Breakfast club will be offered to priority families
E.	School will deliver an engaging, broad and varied curriculum (knowledge based)	<ul style="list-style-type: none"> • Our knowledge based curriculum will provide pupils with sequential learning which builds on previously taught knowledge. • Age appropriate skills taught within thematic approach • Pupils will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside the school day.



F.	Pupils will have opportunities to read, consolidate tables and complete homework.	<ul style="list-style-type: none"> • Pupils will read at least four times per week • Pupils will complete tables rock stars practice sessions each week
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5. Planned expenditure

Academic year	2019/2020
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
A: Ensure consistently high quality teaching and learning.	<p>Staff training on understanding of PP children.</p> <p>Staff training, mentoring and coaching on what constitutes QFT</p> <p>Continue to improve high quality feedback inline with marking policy</p>	<p>Sutton Trust found that, 'the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds; over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers'.</p> <p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. An understanding of background of PP children will enhance staff understanding of possible barriers. To be consistent QFT, staff will need to continue to embed techniques and strategies taught.</p>	<p>Lessons from previous training / INSET / staff meetings / learning walks continue to embed T4W/whole class reading/White Rose and Barbara Carr in relevant school policy as necessary.</p> <p>Subject leader release time to monitor own subject and ensure QFT in all areas.</p> <p>Year leaders trained in coaching and mentoring to support own teams.</p>	SM	<p>December 2019</p> <p>SM = £25,500 CPD = £1,200</p>



<p>B: Ensure excellent outcomes for all children in all subjects. Close the gaps in:</p> <p>Y1– phonics Y2– R, W and M Y3 – Writing & maths Y4 – maths Y5 – maths Y6 - writing</p>	<p>Staff training on challenge for all abilities and ensuring target focus on PP chn.</p>	<p>PP chn are not always attaining EXS or at higher levels in line with Peers. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train all relevant teaching staff in practices to provide effective differentiation/challenge and encouragement for these pupils.</p>	<p>Any courses / trainers selected using evidence of effectiveness. Regular input on this area in staff meetings. Where relevant, all interventions to ensure PP children within group (RWI, phonics, TASS, how to teach your monster to read, timestable rockstars).</p>	<p>SM / Y/phase leaders</p>	<p>December 2019</p> <p>SM = £25,500 Inclusion = £18,350 HLTA's = £10,000 TA interventions = £9,540</p>
<p>B: Embed and sustain a reading culture that ensures all pupils read regularly and develop 'a love of books'.</p> <p>To have rigorous approaches in place to ensure pupils read regularly.</p>	<p>Pupils will have a story read to them at the end of every day for at least 15 minutes.</p> <p>Reading passports introduced in KS1. 100 best books' to be launched across the school to encourage reading at home and for pleasure.</p> <p>Assemblies to have reading focus.</p>	<p>EEF found that developing pupils speaking and listening skills and wider understanding of language. Dr Alan Mendelsohn (Paediatrician at New York University school of medicine) has conducted research into the impact of reading aloud to young children has benefits for behaviour and attention. The study <i>provides evidence of just how sustained an impact reading can shape their social and emotional development in ways that go far beyond helping them learn language and early literacy skills.</i> The journal of developmental and behavioural paediatrics published a study which found that <i>children who are read only one book a day will hear about 290.000 more words by age 5, than those that don't regularly read (published in Science Daily).</i> Key findings in a research paper entitled 'reading to young children: A headstart in life' states that children read to more frequently at age 4-5 achieve higher scores in both reading and maths.</p>	<p>Daily learning walks, books shared with parents, books selected from recommended reading list, book reviews, parental engagement, link to performance management. HLTA's to use focus time to read with PP and vulnerable pupils in focus time.</p>	<p>Yr / phase leaders / SM / HT</p>	<p>December 2019</p> <p>SM = £25,500 Inclusion = £18,350 HLTA's = £10,000 TA interventions = £9,540</p>



<p>B: Pupils read regularly and have access to high quality texts within guided reading.</p>	<p>Teachers will choose engaging texts and plan learning based on retrieval, inference and choice (RIC) and use answer it, prove it, explain it (APE) to develop comprehension and response.</p>	<p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p>	<p>Teachers will deliver quality reading sessions, linking to writing where relevant, based on shared texts.</p>	<p>SM</p>	<p>Ongoing</p> <p>Library reboot led by SM and SBM</p> <p>Cost of resources</p>
<p>C: Ensure QFT includes Enquiry curriculum.</p>	<p>Staff training on writing a knowledge based curriculum.</p> <p>Subject leaders to write curriculum plans for specialist subjects.</p> <p>Subject leaders to monitor QFT teaching and lead training.</p>	<p>We want to invest some of the PP in longer term change in all areas of the curriculum which will help all pupils. An understanding of background of PP chn will enhance staff understanding of poss barriers.</p> <p>As per Ofsted guidance, subject leaders will create a curriculum which is rooted in knowledge and skills that our pupils need in order to take advantage of opportunities, responsibilities, and experiences of later life. This will support in addressing social disadvantage.</p> <p>The broad curriculum will be sequenced so that new knowledge and skills build on what has been taught previously.</p> <p>To be QFT, staff will need to continue to embed techniques and strategies taught.</p>	<p>Lessons from training / INSET / staff meetings / learning walks embed knowledge based curriculum.</p>	<p>SM and subject leaders</p>	<p>December 2019</p> <p>NPQML / NPQSL = free</p> <p>CPD = £1,200</p> <p>Leadership input = £5,000</p>
<p>Total budgeted cost</p>					<p>£46,240</p>



ii. 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	When will you review implementation?
<p>A: Ensure consistently high quality teaching and learning.</p> <p>B: Ensure excellent outcomes for all children.</p>	<p>Weekly small group sessions in for pupils with experienced teacher, in addition to standard lessons.</p> <p>121 and small group provision of targeted interventions.</p> <p>HLTA to work with identified PP children across the school with individual focus.</p> <p>Identified PP children to have TASS support.</p>	<p>We want to provide extra support to fill gaps and then improve attainment including achieving greater depth. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils/parents/school community.</p>	<p>Regular monitoring by phase leads/subject leads.</p> <p>Use evidence based strategies. Staff trained (esp TAs) and, where poss, use CTs. Interventions timetabled must be made sacrosanct –impact on cover Some staffing paid for out of PP budget.</p> <p>Base lining to measure intervention effectiveness, progress discussed at PPM. Teaching assistant (TA) CPD.</p> <p>SLT learning walks, book looks, observations. Organise timetable to ensure staff delivering provision have sufficient preparation and delivery</p>	<p>SM and Phase / Year leaders</p>	<p>December 2019</p> <p>SM = £25,500 CPD = £1,200 HLTA's = £10,000 Inclusion = £18,350</p>



<p>C: Improve emotional health, with access to wider experiences, enables children to build self-esteem, confidence and resilience</p>	<p>Identified interventions based on research and measure impact regularly</p> <p>Trained in-house ELSA</p> <p>Nurture group provision for specific PP pupils.</p>	<p>Some of the students need targeted support based on their emotional health and social independently evaluated and shown to be effective in other schools.</p> <p>The ELSA project has been effectively used within our school to support pupils and continues to build our capacity to support the emotional needs of their pupils. Children learn better and are happier if their emotional needs are met.</p> <p>Nurture Groups: For an evaluation of nurture group provision see: https://www.education-ni.gov.uk/articles/nurture-provision-primary-schools</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Interventions baselined and measured.</p> <p>Review of nurture provision – improvement in the Boxall scores</p>	<p>Inclusion Lead / FSA and SM</p>	<p>December 2019</p> <p>ELSA = £6,750 Nurture = £14,500</p>
<p>D/F: Increased attendance rates for target pupils eligible for PP combined with increased parental engagement/awareness</p>	<p>FSA and Attendance Officer to monitor pupils and follow up quickly on absences. First day response provision.</p> <p>Implementation of Attendance Action Plans as necessary.</p> <p>Parental engagement increased through varied child-led celebration events organised at different times of the day to encourage working parents to attend.</p>	<p>Addressing any attendance concerns is a key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring.</p> <p>By informing parents regularly about attendance you can raise awareness of the implications of poor attendance issues.</p>	<p>Meet with FSP, Inclusion Lead and Attendance Officer will collaborate to ensure new provision and standard school processes work smoothly together. Timely intervention using Attendance Action Plans with review at key points.</p> <p>Records of EWO engagement / actions to be kept.</p>	<p>SM, CK, SW/AB</p>	<p>December 2019</p> <p>FSA = £3,600 ELSA = £6,750</p> <p>Attendance Officer = £3,200</p>
Total budgeted cost					£81,900



iii. 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	When will you review implementation?
C: Improve emotional health, with access to wider experiences, enables children to build self-esteem, confidence and resilience	<p>Bursaries will be made available to ensure eligible pupils are able to access Experiences including:</p> <p>ELSA sessions Uniform Extended provision Holiday camps After school club Nurture groups</p>	<p>Emotional needs impact the ability and readiness to learn. Targeted therapies have been proven to impact on emotional wellbeing. ELSA is a recognised effective approach to develop childrens emotional literacy skills and TA's are trained by EP's (www.elsanetwork.org)</p> <p>Opportunities for children eligible for PP may be limited before and during their time at school so we need to ensure finances are not a barrier to them gaining experiences. Often, work in class is based on areas we expect them to have experienced (eg. Write about a holiday) when they may not have experienced this so staff will need to tailor work to this. http://www.lotc.org.uk/wp-content/uploads/2010/12/Ofsted-Report-Oct-2008.pdf http://www.lotc.org.uk/why/ofsteds-view-of-lotc/</p> <p>We have some vulnerable children who need to be kept safe before and after school and during the school holidays – structured provision supports the development of their self-esteem and ensures the best chance of being able to engage in school and learning.</p>	<p>Staff will ensure families of children eligible for PP are informed of options given help as required. Older children who may benefit from trips in lower years could be invited along to those as 'helpers' which boosts esteem whilst also giving them wider experiences.</p> <p>Link will be made with parents to ensure they know they know they can access some money when needed.</p> <p>Ensure identification of pupils is fair, transparent and properly recorded -Baseline and exit data -learner feedback -staff feedback on leaner attitude -parental feedback -research</p>	SM, CK and phase leads	<p>December 2019</p> <p>ELSA = £6,750 Extended provision = £800 Extended day = £300 Trips = £4,000</p>
Total budgeted cost					£11,850



6. Review of expenditure																																												
Previous Academic Year		2018/2019																																										
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)	Cost																																								
A: Ensure consistently high quality teaching and learning.	<p>Staff training on understanding of PP children.</p> <p>Staff training on what constitutes QFT</p> <p>Continue to improve high quality feedback</p>	<p>Good+ teaching at 80% across the school. MLT worked alongside SLT/SM monitored T&L across the school and support teachers to be consistently good+. This has had high impact on PP pupils with high expectations established and support/challenge given to those who need it.</p> <p>Training was provided for all teaching staff on PP and the importance of targeted support.</p> <p>Marking and feedback policy in place and showing positive impact on pupil outcomes.</p> <p>MLT know PP children within their year group/phase and ensure targeted support in place.</p> <p>Planning and teaching strategies embedded across the school for reading, writing and maths. New topic curriculum in the process of being implemented.</p>	<p>Monitoring is ongoing to ensure standards continue to be maintained and improved. Support is given in a timely and supportive way, through coaching and mentoring in all levels of leadership.</p> <p>Good practice is shared and staff supported where needed. This is needed at every stage of planning and teaching.</p> <p>The impact of the marking policy to be regularly reviewed in year groups/phases and whole school. Share good practice and redirect where necessary.</p> <p>Clarity of expectations for teachers and pupils is vital. This needs to be revisited and successes shared regularly.</p>																																									
B: Excellent outcomes for all	<p>Clarity of learning in QFT established, with children able to discuss their learning and next steps.</p> <p>Marking and feedback policy embedded.</p> <p>Training and team moderation for staff</p>	<table border="1"> <thead> <tr> <th colspan="5">Attainment</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>RWM</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>50 (50)</td> <td>50 (50)</td> <td>58 (50)</td> <td>42 (50)</td> </tr> <tr> <td>Y2</td> <td>73 (60)</td> <td>64 (40)</td> <td>55 (60)</td> <td>55 (40)</td> </tr> <tr> <td>Y3</td> <td>78 (54)</td> <td>78 (64)</td> <td>64 (50)</td> <td>64 (50)</td> </tr> <tr> <td>Y4</td> <td>75 (53)</td> <td>76 (50)</td> <td>51 (63)</td> <td>50 (50)</td> </tr> <tr> <td>Y5</td> <td>92 (63)</td> <td>55 (45)</td> <td>82 (63)</td> <td>55 (36)</td> </tr> <tr> <td>Y6</td> <td>62 (62)</td> <td>81 (52)</td> <td>62 (58)</td> <td>57 (43)</td> </tr> </tbody> </table> <p>Numbers in red are data for the current year groups at this data point last year. PP data has been impacted by pupil movement both in and out of school which has impacted percentages.</p> <p>Reading and writing EXS+ for all year groups has increased or stayed the same. Maths EXS+ for all but one class has increased. Maths data in Y4 has been impacted by 2 pupils moving from WTS to EXS.</p>	Attainment						Reading	Writing	Maths	RWM	Y1	50 (50)	50 (50)	58 (50)	42 (50)	Y2	73 (60)	64 (40)	55 (60)	55 (40)	Y3	78 (54)	78 (64)	64 (50)	64 (50)	Y4	75 (53)	76 (50)	51 (63)	50 (50)	Y5	92 (63)	55 (45)	82 (63)	55 (36)	Y6	62 (62)	81 (52)	62 (58)	57 (43)	<p>Continued QFT.</p> <p>Monitoring of planning/teaching/assessment to continue.</p>	
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		RWM EXS+ has increased or stayed the same for all year groups.		
C: Ensure QFT includes Enquiry curriculum.	<p>Review of enquiry curriculum plans and pupil outcome.</p> <p>Training and specific leadership time for Subject leaders</p> <p>Year teams given knowledge based curriculum training – curriculum rewrite in staff INSET</p>	<p>Curriculum rewrite for long term plans complete.</p> <p>Subject leaders have led their subject plans – all knowledge based and build on a sequence of learning. Subject leaders set expectation for their subject – leadership time to review this. Subject leaders empowered.</p> <p>HT leading staff training on knowledge based curriculum.</p> <p>Knowledge organisers being used in citizenship as a trial – if successful will be used for all subjects.</p>	<p>Knowledge was missing from our enquiry curriculum, we now have plans in place to ensure that knowledge is taught sequentially throughout the year groups.</p> <p>All staff have clarity of expectations in teaching, planning and pupil outcome.</p>	
ii. Targeted support				
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)	Cost



<p>A: Ensure consistently high quality teaching and learning.</p> <p>B: Ensure excellent outcomes for all children</p>	<p>Weekly small group sessions for pupils with experienced teacher, in addition to standard lessons.</p> <p>121 and small group provision of targeted interventions.</p> <p>HLTA to work with identified PP children in Y2 and Y6 (maths and writing).</p> <p>Identified PP children to have TASS support.</p>	<p>Good+ teaching at 90% across the school. MLT worked alongside SM to monitor T&L across the school and support teachers to be consistently good+. This has had high impact on PP pupils with high expectations established and support/challenge given to those who need it.</p> <p>Interventions have had a positive impact on pupil progress and outcome. All focus group/interventions have PP pupils. Interventions are in place and phase leaders ensure that disadvantaged pupils are included if appropriate. Extra support is provided to fill gaps and improve attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>All HLTA's have worked with PP pupils – success stories below: Y4 Pupil 1 – Pupil 1 was PKF at EOKS1 and is now EXS in RWM. Pupil 1 has had a range of targeted interventions throughout Y3 and Y4 including RWI, spelling, handwriting, 1:1 reading, 1:1 reading comprehension skills, maths fluency, pre-maths. The CT has ensured that the skills learned in class feed into the intervention and vice versa.</p> <p>Y3 Pupil 2 – Pupil 2 is an EAL PP pupil who has been in the UK for 1 year. Pupil 2's first language is Latvian and he spoke little to none when he arrived. The CT has ensured that Pupil 2 has time to speak aloud before writing, carefully constructing sentences with key vocabulary, counting words and doing actions for punctuation. This has led to great success and he has progressed from WTS at EOKS1 to EXS at the mid-point in Y3.</p> <p>Y2 Pupil 3 – Pupil 3 is current FSM and has a complicated home life. The CT has focussed on challenging and supporting pupil 3 in reading, writing and maths to ensure GDS is achieved. Pupil 3 is now GDS in RWM.</p>	<p>Monitoring is ongoing to ensure standards continue to be maintained and improved. Support is given in a timely and supportive way, through coaching and mentoring in all levels of leadership.</p> <p>Good practice is shared and staff supported where needed. This is needed at every stage of planning and teaching.</p> <p>The impact of the HLTA input, small group interventions to be regularly reviewed in year groups/phases and whole school. Share good practice and redirect where necessary.</p> <p>Clarity of expectations for teachers and pupils is vital. This needs to be revisited and successes shared regularly.</p>	
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<p>C: Improve emotional health, with access to wider experiences, enables children to build self-esteem, confidence and resilience</p>	<p>Identified interventions based on research and measure impact regularly</p> <p>Trained in-house ELSA</p> <p>Nurture group provision</p>	<p>Some of the students have needed targeted support based on their emotional health and social independently evaluated and shown to be effective in other schools.</p> <p>The ELSA project has been established to build the capacity of schools to support the emotional needs of their pupils from within their resources, recognising that children learn better and are happier if their emotional needs are met. The ELSA sessions have been highly effective with positive feedback from both pupils and parents.</p> <p>The LINC/nurture provision has been successful for key PP pupils who have now moved onto secondary school following successful transition. The LINC/nurture provision remains to support key pupils.</p>	<p>A nurture group will be established for vulnerable pupils and run by two of our OIL TA's. The children will be assessed using the Boxall profile as an assessment point at the start and end of the intervention.</p>																												
<p>D: Increased attendance rates for target pupils eligible for PP combined with increased parental engagement/awareness.</p>	<p>FSA and Attendance Officer to monitor pupils and follow up quickly on absences. First day response provision.</p> <p>Implementation of Attendance Action Plans as necessary.</p> <p>Parental engagement increased through varied child-led celebration events organised at different times of the day to encourage working parents to attend.</p>	<p><u>Pupil Premium attendance comparison</u></p> <table border="1" data-bbox="707 663 1424 954"> <thead> <tr> <th>Current Year group</th> <th>4/9/17 – 13/7/18</th> <th>3/9/18 – 11/7/19</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>-</td> <td>93.7</td> </tr> <tr> <td>Year 1</td> <td>92.6</td> <td>95.8</td> </tr> <tr> <td>Year 2</td> <td>91</td> <td>93.7</td> </tr> <tr> <td>Year 3</td> <td>91.7</td> <td>93.9</td> </tr> <tr> <td>Year 4</td> <td>95.3</td> <td>95.5</td> </tr> <tr> <td>Year 5</td> <td>97.1</td> <td>94.2</td> </tr> <tr> <td>Year 6</td> <td>95.4</td> <td>96</td> </tr> <tr> <td>Total</td> <td>93.9</td> <td>94.9</td> </tr> </tbody> </table> <p>Impact positive in all areas. Improved attendance by 1% since this time last year.</p>	Current Year group	4/9/17 – 13/7/18	3/9/18 – 11/7/19	Reception	-	93.7	Year 1	92.6	95.8	Year 2	91	93.7	Year 3	91.7	93.9	Year 4	95.3	95.5	Year 5	97.1	94.2	Year 6	95.4	96	Total	93.9	94.9	<p>Continued parental engagement essential for vulnerable children and families. Parent workshops run by FSA to continue as an avenue to engage and support.</p> <p>Action plans to be reviewed regularly.</p>	
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<p>C: Improve emotional health, with access to wider experiences, enables children to build self-esteem, confidence and resilience</p>	<p>Bursaries will be made available to ensure eligible pupils are able to access Experiences including:</p> <ul style="list-style-type: none"> ELSA sessions Uniform Extended provision Holiday camps After school club Nurture groups 	<p>ELSA is an established intervention at Sandy Lane and has positive impact on the pupils who have ELSA sessions.</p> <p>Teachers attend staff training sessions on the importance of an all inclusive education where all children, regardless of their background have opportunities to expand their horizons and have experiences in line with that of their peers.</p> <p>Uniform is provided to some PP children.</p> <p>Structured provision is provided for some vulnerable children who need to be kept safe before and after school and during the school holidays.</p>	<p>A nurture group will be established for vulnerable pupils and run by two of our OIL TA's. The children will be assessed using the Boxall profile as an assessment point at the start and end of the intervention.</p> <p>ELSA sessions will continue for those children who need the support. A record of this support will also be kept for the upcoming year.</p>	
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<p>7. Additional detail</p>
<p>Pupil Premium Brochure can be found on school website.</p>