

## PUPIL PREMIUM STRATEGY 2017-2018 - ALL SAINTS' CE FEDERATION (INFANTS)

### 1. Outcomes for disadvantaged pupils - July 2017

KS1	Absence					Persistent Absence				
	Disadvantaged	Others in school	Others nationally	In school difference	Diff with national	Disadvantaged	Others in school	Others nationally	In school difference	Diff with national
2016	4.7	4.4	3.4	-0.3	-1.0	16.2	9.6	6.2	-6.6	-10.0
2017	6.0	4.3	3.5	-1.7	-2.5	15.6	10.8	6.1	-4.8	-9.5

The difference for overall absence in school between disadvantaged children and other children in school and disadvantaged children and others nationally has increased since 2016. Whilst the difference between disadvantaged and others in school/nationally has decreased reducing persistent absence amongst disadvantaged pupils remains a priority as there is a significant difference with both others in school and nationally.

#### FS2

% achieving Good Level of Development	Disadvantaged pupils	Others in school	In school difference	Others nationally	Diff with national
2016	61%	74%	-13%	72%	-11%
2017	45%	84%	-39%	73%	-28%

The difference between disadvantaged pupils and non-disadvantaged pupils in school has increased significantly since 2016, the difference between disadvantaged pupils and others nationally has also increased from the previous year.

#### Y1 Phonics screening

% reaching required standard	Disadvantaged pupils	Others in school	In school difference	Others nationally	Diff with national
2016	85%	84%	+1	83%	+2%
2017	81%	83%	-2	84%	-3%

#### Y2 Phonics re-check

% reaching required standard	Disadvantaged pupils	Others in school	In school difference	Others nationally	Diff with national
2016	100%	99%	+1%	93%	+7%
2017					

Disadvantaged children have similar outcomes to others in school and are in line with others nationally.

#### Key Stage 1

% reaching required standard	Disadvantaged pupils	Others in school	In school difference	Others nationally	Diff with national
Reading WA+	70%	79%	-9	79%	-9

Reading – Greater depth	9%	19%	-10	28%	-19
Writing WA+	65%	73%	-8	72%	-7
Writing – Greater depth	9%	9%	0	18%	-9
Mathematics WA+	70%	71%	-1	79%	-9
Mathematics– Greater depth	9%	15%	-6	23%	-14

In reading, disadvantaged children did not attain as well as other non-disadvantaged children nationally at the expected level and attained significantly below both others in school and nationally at greater depth.

In writing, disadvantaged children attained below others in school and others nationally at expected level. At greater depth disadvantaged children attained as well as others in school but below others nationally.

In maths, disadvantaged children attained in line with others in school but below others nationally at expected level and below others in school and nationally at greater depth.

2. Review of expenditure				
Previous Academic Year		Current Financial Year April 2018 - March 2019, Academic Year September 2017-18 and 2018-19	Number of pupils eligible for PP – 66	
		£88260		
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
To use Assessment for Learning (AfL) strategies effectively, with appropriate challenge & full awareness of EOY/KS expectations.	Staff CPD on AfL, marking & feedback, questioning, challenge. Sharing good practice e.g. observing other teachers and supporting; Learning to learn approaches e.g. Six Secrets of Success (building on Characteristics of Effective Learning)	All staff have been involved with the key learning and training of AfL.  Secrets of Success has been developed throughout the school and builds on the Characteristics of Effective Learning in the Foundation Stage.	This has been difficult to measure owing to this we will be commencing pupil questionnaires as these can be evaluated on the impact of the approach.	TA release time
To raise attainment in writing especially boys' writing & disadvantaged children in order to diminish the difference between: Boys & girls PP & non-PP	Staff training on: Talk4Writing (T4W) – non-fiction; Grammar, handwriting & spelling; AfL, marking and feedback; Moderation activities; Sharing of good practice –, discussions in staff meetings, learning walks. Designing engaging, purposeful tasks Secrets of success – developing learning to learn strategies	All staff have been involved in the training and this has proved successful with engagement of boys with writing.	We need to ensure the interventions we have provided are consistently applied and that there is consistency across all year groups.	Training day T4W  Release time for leaders, Interventions PM
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

A Improved oral language skills	Dialogic Book talk (FS1) Talk time delivered by Children's Centre (FS1) Time to Talk (FS2) Further CPD in-house on high quality feedback/ questioning/interaction	This has helped to improve the language skills on most children, and the confidence in speaking within class. Some children with severe language difficulties have made smaller steps In their learning but the chosen approach has enabled them to participate in these activities.	The approaches have proven successful and are showing that they are working. We will be continuing with this approach.	TA release and PO
Higher rates of progress and greater attainment for lower attaining pupils eligible for PP in reading	Reading catch-up (phonics & fluency) – including precision teaching Lexia Paired reading Further CPD in-house on high quality feedback/ questioning/interaction	We have not reached the benchmark for National Expectations.	The lessons learnt, are the interventions planned need to be research based, and they need to happen regularly over a period of time with trained staff. The impact of the effectiveness needs to be measured.	Lexia TA interventions
Higher rates of progress and greater attainment for lower attaining pupils eligible for PP in writing	Individual/small group writing catch-up – focus on HW/fine motor, sentence construction, spelling. Precision teaching for spelling tricky words. Further CPD in-house on high quality feedback/ questioning/interaction	There has been a large focus on raising expectations for all children. Using the skills of squiggle whilst you wiggle. We have also ensured that we have undertaken regular handwriting sessions. This has seen an impact across the school but the not narrowed the gap.	The approach such as squiggle wiggle and the extra handwriting sessions have been done for everybody and the additional interventions for writing have not been regular enough to see an impact between disadvantaged children and non-disadvantaged children.	TA interventions resources
Higher rates of progress and greater attainment for lower attaining pupils eligible for PP in maths	Setting for CLIC – supporting PP children with additional staff Precision teaching to aid fluency Early numeracy approaches - small group Numicon interventions including Breaking Barriers Further CPD in-house on high quality feedback/ questioning/interaction	This area is the one which we have seen the greatest impact. Although we have not met the benchmark National Pupil Premium Children, we have significantly narrowed the gap between disadvantaged children and non-disadvantaged children.	We need to ensure we maintain the support and the maths mastery approach. Although we have realised that we need to include more opportunities for fluency. Other research interventions are planned.	TA interventions CLic Numicon
Higher rates of progress across KS1 & FS2 for high attaining pupils eligible for PP (maths)	Maths challenge groups using NCETM & nrich resources Small group work – focusing in metacognition Numicon Further CPD in-house on high quality feedback/ questioning/interaction	This area is the one which we have seen the greatest impact. Although we have not met the benchmark National Pupil Premium Children, we have significantly narrowed the gap between disadvantaged children and non-disadvantaged children.	We need to ensure we maintain the support and the maths mastery approach. Although we have realised that we need to include more opportunities for fluency. Other research interventions are planned.	TA interventions SB RS cover for MM

Higher rates of progress across KS1 & FS2 for high attaining pupils eligible for PP (English)	Small group work – focusing on metacognition Target for extra curricular activity e.g. Newspaper Further CPD in-house on high quality feedback/ questioning/interaction	Small group work targeted at GD readers resulted in most higher attaining PP eligible pupils reaching GDS. The writing interventions did not occur frequently enough to have any impact.	Continue with challenging reading activities for groups and individuals. Consider alternative way to ensure higher attaining writers reach GDS.	TAs
Develop greater social & emotional skills, including resilience for pupils eligible for PP identified as having such needs	ELSA – individual support and group work Social skills groups Social Communication skills groups Additional lunchtime support Lunchtime club	Class teachers and support staff notice children are more able to share their feelings in class more appropriately in all but one case. Children receiving the support were generally calmer. Additional lunchtime clubs provided have assisted in developing the children's social skills.	It has been difficult to show the impact, due to this we will evidence starting point with each child and demonstrate through individual case studies the progress the children make.	LB KG ELSA Lunchtime clubs

### 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)	<b>Cost</b>
Greater engagement of parents/carers of pupils eligible for PP which will support higher rates of progress	Invitations to take part in Stay & Read sessions; guidance as to how to support children with reading; invitations to phonics workshops, curriculum workshops. Providing additional opportunities to meet with teachers	This has been difficult to show evidence if the parental engagement has been solely down to Pupil Premium Parents. As a school we have undertaken numerous stay and read sessions with parents, had workshops and improved parental engagement.	This would have had more of an impact if the Pupil Premium children wrote the personal invitations to their parents.  We will continue this approach to ensure we provide opportunities for all parents.	Teacher release time  Resources
Provide a wider range of opportunities for children eligible for PP to support development of talents & social skills	Fund educational visits/visitors e.g. Toy Workshop Prioritise for extra-curricular activities Introduce lunchtime club for 'Lego Theraplay'	All disadvantaged children took part in the Toy Workshop (KS1) and the trip to Bridlington (KS1) and Pink Pig Farm (FS2)	We will continue this approach to ensure all children can access extra-curricular activities.  We have not undertaken Lego Theraplay, we hope to commence this approach from September.	Toy workshop / trips

Improve attendance across the school but in particular reduce persistent absence relating to disadvantaged children in receipt of Pupil Premium.	Class and individual rewards for attendance Close tracking of persistent attendance Regular liaison with parents/carers Raised awareness of persistent absence	This has not improved.  Children were rewarded at the end of the year for 100% attendance but it was not significantly disadvantaged children.	The persistent absence still remains high for disadvantaged pupils. It has been identified as one of our barriers and will have a greater focus in school.	Book vouchers
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### 3. Additional detail

£24 000 was spent to fund the 'free school meals' for children eligible for pupil premium. The funding the school receives from the Government for the provision of free school meals for every child does not include those children eligible for pupil premium. It is intended that the allocation for these meals is taken from the pupil premium budget.

### 4. Barriers to future attainment (for Disadvantaged pupils)

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

<b>A.</b>	% of PP eligible pupils in EYFS on track to achieve a GLD is currently below the national benchmark.
<b>B.</b>	% of PP eligible pupils in Y1 and Y2 on track to meet national expectations is currently below the national benchmark in R, W, M and RWM combined
<b>C.</b>	% of PP eligible pupils in KS1 expected to be working at the GDS is currently below the national benchmarks for R, W, M and RWM combined.

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

<b>D.</b>	Parental engagement e.g. lack of support at home with e.g. reading/homework, lack of attendance at Parent/Carer consultation evenings or workshops
<b>E.</b>	Higher than national rates of absence and particularly persistent absence relating to children eligible for Pupil Premium.
<b>F.</b>	Variation in home learning environment e.g. Unsettled home-life family - separations/busy families; safeguarding concerns; lack of knowledge or resources to support learning.

#### 1. Desired outcomes *(Desired outcomes and how they will be measured)*

#### Success criteria

<b>A.</b>	Higher rates of progress and raised attainment for all pupils through Quality First Teaching but particularly disadvantaged pupils in reading, writing and mathematics so that the difference is diminished in FS2. Measured using assessment data at the end of each monitoring and assessment cycle.	Disadvantaged pupils make rapid progress by the end of the year so that all disadvantaged pupils meet age related expectations (unless significant developmental delay and child identified as having a special educational need)
<b>B.</b>	Higher rates of progress and raised attainment for all pupils through Quality First Teaching but particularly disadvantaged pupils in reading, writing and mathematics so that the difference is diminished in KS1. Measured using assessment data at the end of each monitoring and assessment cycle.	Disadvantaged pupils make rapid progress by the end of the year so that all disadvantaged pupils meet age related expectations (unless significant developmental delay and child identified as having a special educational need)
<b>C.</b>	Higher rates of progress for all high attaining pupils through Quality First Teaching but particularly disadvantaged pupils so that the difference is diminished. Measured using assessment data at the end of each monitoring and assessment cycle.	Disadvantaged pupils identified as high ability make as much progress as 'other' pupils identified as high ability, across KS2 in reading, writing and maths.
<b>D.</b>	Greater engagement of parents/carers of disadvantaged pupils which will support higher rates of progress and greater attainment.  Measured through the parents/carers attendance at particular events in school.	<p>% of parents/carers of disadvantaged pupils attending Parent/Carer Consultation evenings at least meets the % of parents/carers of non- disadvantaged pupils.</p> <p>Rates for reading at home increase &amp; this supports more rapid progress in reading (see above);</p> <p>% attendance at workshops is broadly similar to parents/carers of non-disadvantaged children.</p> <p>% of parents of disadvantaged children supporting their children through their attendance at school events (e.g. worship, stay and read session, club performances) is broadly similar to the % of parents of non-disadvantaged children.</p> <p>Parents of PP eligible pupils feel more confident in approaching school staff to discuss their child's learning.</p>
<b>E.</b>	Improve attendance across the school but in particular reduce persistent absence relating to disadvantaged children in receipt of Pupil Premium so that we are at least in line with national benchmarks.  Measured by monitoring and tracking of attendance data.	<p>Attendance data for PP eligible pupils at least meets national expectations (95%)</p> <p>Punctuality is improved both before and after the close of registrations.</p> <p>Persistent absence rates are reduced to at least meet national, particularly for disadvantaged children.</p>
<b>F.</b>	Provide a wider range of opportunities for disadvantaged pupils to support development of talents & social skills & broaden opportunities.  PP eligible pupils have access to resources at home to support learning similar to those that non PP eligible pupils may have access to.	<p>All children in receipt of PP in KS1 and FS2 have the opportunity to and attend at least one extra-curricular club.</p> <p>All children in receipt of PP are funded for any out of school excursions/activities or in-school visitors.</p>

	<p>PP children deal with their feelings and emotions in appropriate ways in line with other non PP children.</p> <p>Measured using questionnaires to establish opinions, values etc.</p>	<p>Identified children have attended ELSA or a social skills club and have made progress with targeted social or emotional I skills e.g. turn-taking, self-esteem.</p>
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## 2. Planned expenditure

<b>Academic Year</b>	<b>2017-2018</b>	<b>Total Pupil Premium Grant - £80, 360 (61 pupils) – Financial Year Budget 18/19</b>

### i) Quality of teaching for all - Secure high standards by establishing high expectations, monitoring performance and quality CPD

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>To use Assessment for Learning (AfL) strategies effectively, with appropriate challenge to ensure the % of children meeting expectations in Reading, Writing &amp; Maths and RWM combined at least meets the national benchmarks.</p>	<p>Staff CPD on AfL, marking &amp; feedback, questioning, challenge. Sharing good practice e.g. observing other teachers and coaching triads.</p>	<p>Education Endowment Foundation (EEF) – ‘good’ well-crafted feedback has high impact Shirley Clarke - Metacognition &amp; self-regulation – ‘consistently high levels of impact’ (EEF)</p>	<p>Curriculum &amp; Professional Development (CPD) which is reviewed in light of developments Regular TLT drop ins with ways forwards and staff reflections; frequent learning walks &amp; book scrutinies; regular opportunities to moderate marking &amp; feedback in Year group teams.</p>	<p>Head of Teaching &amp; Learning</p>	<p>Termly</p>

<p>To raise attainment of disadvantaged children in order to diminish the difference between: PP &amp; non-PP in reading, writing and maths.</p>	<p>Staff training on: Talk4Writing (T4W) – fiction and non-fiction at all stages Mastery Maths AfL with marking and feedback. Moderation activities Sharing of good practice – coaching triads, discussions in staff meetings, learning walks Designing engaging, purposeful tasks. Development of active learning techniques. Secrets of success – developing learning to learn strategies</p>	<p>Primary Writing Project (Roger Beard) – positive impact of T4W including increasing children’s enjoyment of writing. White Rose maths Mastery approach.</p> <p>Metacognition and self-regulation rated highly by EEF</p>	<p>CPD on T4W CPD on Mastery Maths Regular TLT drop-ins with ways forward and staff reflections; frequent learning walks &amp; book scrutinies; regular opportunities to moderate marking &amp; feedback in Year group teams;</p> <p>Regular pupil questionnaires</p>	<p>English lead Maths lead Head of T&amp;L Disadvantage champion</p>	<p>Termly</p>
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**Total budgeted cost**

£

**i. Targeted support**

<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>
<p>Higher rates of progress and greater attainment for pupils eligible for PP in reading</p>	<p>Reading catch-up (phonics &amp; fluency) – including precision teaching Research based reading intervention programme Lexia Paired reading with an adult Additional GR intervention Further CPD in-house on high quality feedback/questioning/interaction</p>	<p>Phonics – EEF states ‘Teaching phonics is more effective on average than other approaches to early reading’ (Some Y1 children may not pass their phonics screening at the end of Y1 and need additional teaching and support in Y2) Research from Bangor University – study of using Precision Teaching to improve reading HF words with children who are low attaining in reading found it to be very effective Lexia – research done in Norfolk, York &amp; Cumbria show useful gains in reading accuracy, comprehension &amp; spelling Feedback –as above</p>	<p>Agreed timescale for intervention Pre and post assessments Impact measured by DC or IL after intervention Monitored by Inclusion Lead/Disadvantage Champion/English lead.</p>	<p>Disadvantage champion &amp; Inclusion Lead</p>	<p>After first cycle of intervention, then ongoing</p>

<p>Higher rates of progress and greater attainment for pupils eligible for PP in writing</p>	<p>Identify gaps in learning. Small group intervention to address gaps. Precision teaching for phonics and spelling of tricky words. Smaller group booster grammar sessions spring &amp; summer term. Further CPD in-house on high quality feedback/questioning/interaction</p>	<p>Early Literacy approaches – EEF Early Years Toolkit – moderate impact for very low cost. Precision teaching – see above. Feedback – as above</p>	<p>Agreed timescale for interventions Pre and post assessments Impact measured by IL/DC Monitored by Inclusion Lead/Disadvantage Champion/English lead.</p>	<p>Disadvantage champion/ Inclusion Lead/ English lead</p>	<p>After first cycle of intervention, then ongoing</p>
<p>Higher rates of progress and greater attainment for pupils eligible for PP in maths</p>	<p>Target individuals Mastery Maths approach – additional staff support will be needed Precision teaching to aid fluency Small group interventions including Numicon interventions and Success@Number interventions for Y1/Y2 Further CPD in-house on high quality feedback/questioning/interaction</p>	<p>Early numeracy approaches- EEF ‘can increase learning by as much as 8 months’ Precision teaching – research from University of Paisley showed precision teaching children outperformed all bar one of their peers (targeting fluency in maths). Norfolk trial (research phase of National Maths Intervention Programme) used Numicon and reported ‘outstanding progress’.  Feedback – as above</p>	<p>Refresher Training in Precision teaching Refresher training in use of Numicon Cascade training for Success@Arithmetic to other TAs Purchasing additional maths resources Monitored by Inclusion Lead/Disadvantaged Champion/Maths lead.</p>	<p>Disadvantage champion/ Inclusion Lead/ Maths lead</p>	<p>After first cycle of intervention, then ongoing</p>
<p>Higher rates of progress for high attaining pupils eligible for PP in reading</p>	<p>Small group work – focusing on metacognition and higher-order thinking. Target for extra-curricular activity (reading for pleasure, librarians) Further CPD in-house on high quality feedback/questioning/interaction and challenge</p>	<p>Extra support to maintain high attainment. Small group interventions have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit Metacognition and self-regulation rated highly by EEF Feedback – as above</p>	<p>Training for staff on metacognition Accurate identification of pupils Monitoring by English lead</p>	<p>Disadvantage champion/ English lead</p>	<p>After first cycle of intervention, then ongoing</p>

Higher rates of progress for high attaining pupils eligible for PP in writing	Small group work – focusing on metacognition Target for extra-curricular activity e.g. school newspaper Further CPD in-house on high quality feedback/ questioning/interaction and challenge	Extra support to maintain high attainment. Small group interventions have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit Metacognition and self-regulation rated highly by EEF Feedback – as above	Training for staff on metacognition Accurate identification of pupils Monitoring by English lead	Disadvantage champion/ English lead	After first cycle of intervention, then ongoing
Higher rates of progress for high attaining pupils eligible for PP in maths	Maths challenge groups using NCETM & nrich resources Small group work – focusing on metacognition Further CPD in-house on high quality feedback/ questioning/ interaction and challenge	Extra support to maintain high attainment. Small group interventions have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit Metacognition and self-regulation rated highly by EEF Feedback – as above	Accurate identification of pupils Training for TAs delivering group work Monitoring by IL/DC/Maths lead	Disadvantage champion/ Inclusion Lead/ Maths lead	After first cycle of intervention, then ongoing
PP children deal with their feelings and emotions in appropriate ways in line with other non PP children.	ELSA – individual support and group work Social Skills groups Social Communication groups Employ a ‘children’s champion’ Additional lunchtime support/lunchtime clubs	Research from University of Bristol (2013) found ELSA had positive impact when embedded in a nurturing whole school ethos. TaMHS project in York (2010-2011) focused on ELSA and reported positive impact (noted by Ofsted)	Accurate identification of children ELSA trained staff will attend termly meetings with Ed Psych Monitored using scaled score and questionnaires Feedback from staff	DC/IL with ELSA	After first cycle of intervention, then ongoing

**Total budgeted cost**

£

## ii. 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?
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<p>Greater engagement of parents/carers of disadvantaged pupils which will support higher rates of progress and greater attainment.</p>	<p>Establish a working party to research parental views of PP eligible pupils          Advertise and employ a PSA to develop home school links          Offer more family activities, afterschool clubs, parenting and educational workshops based on research.          Personal invitations to parents of PP children to attend school learning events e.g. stay and read sessions, class worship in Y2, transition afternoon.          FS2 home visits and nursery EYFS cluster meetings to be used to gather FSM eligibility information          Regular text messaging service used/twitter to update and remind parents about school events.          'Firm Foundations' to be introduced in Sept 2018          Provide access to resources for PP eligible pupils needed at home to support learning through loans library and provision of materials.          Consider adult education classes.</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. (EEF Toolkit)</p> <p>There is a difference between the uptake of PP funding at KS1 compared to KS2. We need to ensure those children eligible for PP funding receive it at the earliest possible time.</p>	<p>Working party will ensure questionnaires are created, distributed and evaluated.</p> <p>Family activities will be established, advertised and run by the PSA and these impact of these monitored and reviewed.</p> <p>Working party will ensure individual invitations are created and distributed in good time prior to events.</p> <p>DC will liaise with FS lead</p> <p>Working party will liaise with admin staff with regards to text messaging service and ensure twitter feed is updated regularly.</p>	<p>DC/IL          Support from the working party</p>	<p>End of Summer term 2018 then ongoing once PSA in role</p>
<p>Provide a wider range of opportunities for children eligible for PP to support development of academic skills, talents &amp; social skills</p>	<p>Fund educational visits /visitors e.g. toy workshop          Prioritise for extra-curricular activities both academic and talents          Establish a range of lunchtime clubs to develop a range of skills, including loans library and homework clubs.</p>	<p><i>"All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education" Sir Kevan Collins EEF research)</i></p>	<p>Ensure parents of PP children are aware of the clubs and activities which is funded for them in school.          Have a clear timetable for extra-curricular clubs and ensure PP eligible pupils are targeted and given priority over others.          Records to be kept in children's individual files.</p>	<p>DC with support from the working party</p>	<p>Begin at the end of summer term and continue to monitor throughout the year.</p>

<p>Improve attendance across the school but in particular reduce persistent absence relating to disadvantaged children in receipt of Pupil Premium so that we are at least in line with national benchmarks.</p>	<p>Closely monitor attendance Regularly inform parents of school attendance figures and expectations Offer rewards and incentives to parents and children for good attendance (raffles draws, swim vouchers, family pass activities, meals out, weekend breaks, electrical equipment, food/clothing hampers etc.) Action plans to be put into place for those children persistently absent Consider a 'walking bus' to ensure children attend regularly and arrive at school on time.</p>	<p>For teachers to be able to teach, plug gaps and move learning forwards, children need to be in school. A range of approaches are planned to capture the families and encourage them to get their children in to school every day.</p>	<p>Good communication between DC and IL – fortnightly meetings to monitor absence/punctuality. Seek views from staff, parents and children before advertising rewards/incentives Review approaches regularly and adapt as necessary</p>	<p>JR with support from the PSA and the working party</p>	<p>Begin at the end of summer term and continue to monitor throughout the year.</p>
<b>Total budgeted cost</b>					£

### Additional detail

**£24 000** is the estimate to fund the 'free school meals' for children eligible for pupil premium. The funding the school receives from the Government for the provision of free school meals for every child does not include those children eligible for pupil premium. It is intended that the allocation for these meals is taken from the pupil premium budget.