

# THE HAVEN DISADVANTAGED PUPILS STRATEGY STATEMENT 2018-2019



**Compassion**



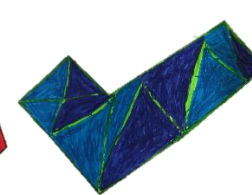
**Courage**



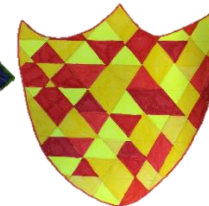
**Hope**



**Justice**



**Respect**



**Responsibility**



## SECTION 1: CONTEXT

<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	<b>£145,380</b>	<b>Date of most recent PP Review</b>	September
<b>Total number of pupils</b>	438	<b>Number of pupils eligible for PP</b>	112	<b>Date for next internal review of this strategy</b>	November
Link from School Development Plan Targets:					
KP 3 To further develop the broad and balanced curriculum to inspire pupils to learn, whilst developing cross-curricular links					
KP 4 Maths - Sustain improved outcomes and <b>increase % of pupils exceeding national expectations</b> at the end of KS1 and KS2					
KP 5 English - Sustain improved outcomes in Year 1, at the end of KS1 and KS2					
<b>KP 7 To continue to narrow the gap in achievement of disadvantaged and SEN pupils compared to other pupils.</b>					

### General Context

- We are an average sized primary school and we remain oversubscribed in most year groups and a popular choice in the local area.
- This is a two-form-entry school with 14 classes, two in each year group with 438 pupils on roll.
- Most pupils come from the immediate area.
- The Church foundation places are presently allocated to 18% of the children across the school and 82% of the school places are taken by the local community.
- The proportion of pupils who are supported because of SEND is 10% of which 2% have an EHC or statement.
- Whole School attendance in 2017/18 was 96.1% and there were no fixed term or permanent exclusions.

### Socio-economic factors

- The percentage of disadvantaged pupils eligible for support through Pupil Premium Funding has increased with the growth of the school and is currently at 26%.
- The postcode contains a huge range of housing from holiday homes to condensed social housing and a lot of rented accommodation. Predominantly our children come from the latter categories. (In the last 12 months a number of our families have faced eviction from their homes due to increased rents which have been increased above the Government's housing allowance).
- The North and South Harbour areas of Eastbourne have continual additional housing being built thus securing the future numbers for children joining the school in the foreseeable future.
- Many pupils require support with emotional and social development. The School has invested heavily in play therapy and 'Thrive', which is an intervention to address emotional development by responding to each child using vital relational functions (VRFs).
- In 2018 the school introduced a food pantry (food bank) for parents through the support of a local church group to support families that are struggling to meet the basic needs within their family.

<b>2. Attainment –July 2018 Results</b>			
	<b>All Pupils</b>	<b>Pupils eligible for PP Funding</b>	<b>Pupils not eligible for PP Funding</b>
EYFS Good Level of Development	82% (National: 72%)	55% (National: 57%)	88%
Year 1 Phonics screening	80% (National: 83%)	60% (National: 72%)	84%
Key Stage 1: % achieving Expected Standard (EXS) or above in reading	82% (National: 76%)	82% (National: 62%)	81%
Key Stage 1: % achieving Expected Standard (EXS) or above in writing	80% (National: 70%)	71% (National: 55%)	84%
Key Stage 1: % achieving Expected Standard (EXS) or above in maths	77% (National: 76%)	71% (National: 63%)	79%
Key Stage 2: % achieving Expected Standard (EXS) or above in reading	80% (National: 75%)	69% (National: 64%)	83%
Key Stage 2: % achieving Expected Standard (EXS) or above in writing	91% (National: 78%)	88% (National: 67%)	92%
Key Stage 2: % achieving Expected Standard (EXS) or above in maths	81% (National: 67%)	56% (National: 64%)	90%
Key Stage 2: % achieving Expected Standard (EXS) or above in RWM	69% (National: 64%)	40% (National: 67%)	51%
Progress value added score from Key stage 1 in reading	+0.5 (National 0)	-0.5 (National: -0.7)	+0.8
Progress value added score from Key stage 1 in writing	+2.2 (National 0)	+2.1 (National: -0.5)	+2.3
Progress value added score from Key stage 1 in maths	+0.4 (National 0)	-1.1 (National: -0.6)	+0.9

## Review of expenditure (academic Year 2017 – 2018)

Area of Use for Pupil Premium Funding	2017-2018 expenditure	Impact	Future Developments																						
		Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Will you continue this approach?																						
<b>Parental engagement.</b> 1:1 and group feedback	<b>£35,161</b>	<b><i>Did Disadvantaged Pupils make more progress than Non Disadvantaged Pupils?</i></b> Internal Progress results (VA) for this year since last key stage: Reception: PP making more progress in <b>Reading</b> and <b>Writing</b> Year 1: PP made more progress in <b>Reading</b> Year 2: PP made more progress in <b>Reading</b> and <b>Maths</b> Year 3: PP made more progress in <b>Reading</b> and <b>Maths</b> Year 4: PP made more progress in <b>Maths</b> Year 5: PP made more progress in <b>Reading</b> , <b>Writing</b> and <b>Maths</b> (against Prior attainment group) Year 6: Non Pupil Premium made more progress in Reading and Maths, with the biggest difference for Maths. They made the same progress as Non Disadvantaged in Writing <b>Note:</b> We have seen a clear link between poor attendance and low attainment in Maths; Question level analysis of Reading SATs papers has shown a weakness in vocabulary e.g. Give / explain the meaning of words in context (57% compared to school: 67%) and Make inferences from the text / explain and justify inferences with evidence from text (44% compared to school: 58%)	1:1 feedback to be developed further with timetabled sessions and creative use of PE specialist to support this.  <b>Maths</b> as a focus for feedback next year to plug the gaps linked to absence as well as specific needs of each child.																						
<b>Parental engagement.</b> 1:1 reading 3 x per week		July 2018 KS2 Average progress score for disadvantaged pupils  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">Pupil Premium Avg. Progress</th> <th style="text-align: center;">Non Pupil Premium Avg.</th> </tr> </thead> <tbody> <tr> <td><b>KS2 Reading</b></td> <td style="text-align: center;"><b>-0.38</b></td> <td style="text-align: center;">+0.83</td> </tr> <tr> <td><b>KS2 Writing</b></td> <td style="text-align: center;">+2.3</td> <td style="text-align: center;">+2.3</td> </tr> <tr> <td><b>KS2 Maths</b></td> <td style="text-align: center;"><b>-1.1</b></td> <td style="text-align: center;">+0.9</td> </tr> </tbody> </table>		Pupil Premium Avg. Progress	Non Pupil Premium Avg.	<b>KS2 Reading</b>	<b>-0.38</b>	+0.83	<b>KS2 Writing</b>	+2.3	+2.3	<b>KS2 Maths</b>	<b>-1.1</b>	+0.9	1:1 reading (3x per year) to continue as this has been a consistently strong strategy to help children to progress in reading.  Peer reading with older children to be developed to support specific groups of children.  Use question level analysis from Reading SATs papers to target group and 1:1 reading questioning.										
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<b>Parental engagement.</b> Homework monitored and time/support given to complete where needed	July 2018 Attainment Gap (%Age Related Expectations – Dis vs Non-Dis)  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2" style="text-align: center;">Attainment Gap</th> </tr> <tr> <th style="text-align: center;">July 2017</th> <th style="text-align: center;">July 2018</th> </tr> </thead> <tbody> <tr> <td><b>KS1 Reading</b></td> <td style="text-align: center;">-3%</td> <td style="text-align: center;">+1%</td> </tr> <tr> <td><b>KS1 Writing</b></td> <td style="text-align: center;">+1%</td> <td style="text-align: center;">-13%</td> </tr> <tr> <td><b>KS1 Maths</b></td> <td style="text-align: center;">-31%</td> <td style="text-align: center;">-9%</td> </tr> <tr> <td><b>KS2 Reading</b></td> <td style="text-align: center;">-4%</td> <td style="text-align: center;">-14%</td> </tr> <tr> <td><b>KS2 Writing</b></td> <td style="text-align: center;">+7%</td> <td style="text-align: center;">-4%</td> </tr> <tr> <td><b>KS2 Maths</b></td> <td style="text-align: center;">-25%</td> <td style="text-align: center;">-34%</td> </tr> </tbody> </table>		Attainment Gap		July 2017	July 2018	<b>KS1 Reading</b>	-3%	+1%	<b>KS1 Writing</b>	+1%	-13%	<b>KS1 Maths</b>	-31%	-9%	<b>KS2 Reading</b>	-4%	-14%	<b>KS2 Writing</b>	+7%	-4%	<b>KS2 Maths</b>	-25%	-34%	Discussion around homework to be had with all staff (see new EEF research).
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<b>Parental engagement.</b> Regular opportunities given to practise Maths Passports (Personalised Maths targets)			Maths passports to continue for Year 1&2, with additional support given to children receiving PP funding.  Times Tables Rock Stars to be introduced for all children with PP children given additional time to practice in school.																						

<p><b>Parental engagement</b> Termly Learning Conferences - Provide termly opportunities to boost parental engagement in learning</p>		<p><b>Did Parents attend Termly Learning Conferences?</b> Yes, nearly all pupils were able to share their learning with their parents.</p> <table border="1" data-bbox="853 148 1664 269"> <thead> <tr> <th colspan="3">Termly Learning Conferences attendance figures</th> </tr> <tr> <th>Date</th> <th>% Attendance – All</th> <th>% Attendance -</th> </tr> </thead> <tbody> <tr> <td>TLC 1 – Nov. 2017</td> <td>87%</td> <td>100%</td> </tr> <tr> <td>TLC 2 – Feb 2018</td> <td>90%</td> <td>98%</td> </tr> </tbody> </table>	Termly Learning Conferences attendance figures			Date	% Attendance – All	% Attendance -	TLC 1 – Nov. 2017	87%	100%	TLC 2 – Feb 2018	90%	98%	<p>Continue with this and monitor carefully.</p>																																									
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<p><b>Addressing the complexity of each child’s needs</b> Thrive – Whole school approach and classroom strategies</p>	<p><b>£41,673</b></p>	<p><b>Did whole-class Thrive assessments and implementation of strategies and small group work address complex needs?</b></p> <table border="1" data-bbox="745 368 1541 695"> <thead> <tr> <th rowspan="2"></th> <th colspan="5">% increase/ improvement in children at correct level of social and emotional development</th> </tr> <tr> <th>Rarely</th> <th>Emerging</th> <th>Developing</th> <th>Secure</th> <th>Overall</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>1</td> <td>9</td> <td>6</td> <td>1</td> <td>17</td> </tr> <tr> <td>Year 1</td> <td>5</td> <td>16</td> <td>16</td> <td>37</td> <td>74</td> </tr> <tr> <td>Year 2</td> <td>1</td> <td>16</td> <td>12</td> <td>24</td> <td></td> </tr> <tr> <td>Year 3</td> <td>-2</td> <td>16</td> <td>16</td> <td>0</td> <td>30</td> </tr> <tr> <td>Year 4</td> <td>3</td> <td>10</td> <td>18</td> <td>30</td> <td>61</td> </tr> <tr> <td>Year 5</td> <td>n/a</td> <td>4</td> <td>13</td> <td>17</td> <td>34</td> </tr> <tr> <td>Year 6</td> <td>1</td> <td>3</td> <td>5</td> <td>9</td> <td>18</td> </tr> </tbody> </table> <p>Year 1 and Year 4 showed greatest improvement in % of children at age appropriate level of social and emotional development.</p> <p>Support staff have worked together to discuss the complex needs of children in their class and newly-trained Thrive practitioners have shared manageable ways to increase good mental health and well-being in children.</p> <p>Whole class thrive assessments enabled staff to target and focus on gaps in social and emotional development and know exactly how to support children to fill those gaps.</p>		% increase/ improvement in children at correct level of social and emotional development					Rarely	Emerging	Developing	Secure	Overall	Reception	1	9	6	1	17	Year 1	5	16	16	37	74	Year 2	1	16	12	24		Year 3	-2	16	16	0	30	Year 4	3	10	18	30	61	Year 5	n/a	4	13	17	34	Year 6	1	3	5	9	18	<p>2 more support staff to be trained in the Thrive Approach</p> <p>Develop Phase ‘wellbeing’ areas in which to take nurture groups and share responsibility for child well-being across each year group.</p> <p>Wellbeing groups and strategies to be developed further with support of SENCO</p>
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<p><b>Addressing the complexity of each child’s needs</b> Lunchtime Nurture Club</p>		<p><b>How did daily lunchtime club address the needs of vulnerable pupils?</b></p> <p>This was a well-attended club with selected children receiving support. Pupils participated in the club when they needed to and were invited to join when issues arose. When they felt ready, they joined their peers back in the playground, but were able to come back to the club later in the year if they felt they needed to.</p> <p>The club became well-known over the year and children saw the club as a safe quiet space to be. Children joined the club when they had friendship issues or if they needed support to develop their social skills. Two pupils attended the club for a short period of time when they suffered a bereavement and needed time and space to grieve.</p> <p>75% of the children who attended the club are now able to access friendships and activities in the playground with minimal support. 5 children continue to be supported by an adult at lunchtime but are able to do this outside.</p>	<p>Use skills and ideas from club and develop clear zones of staff-led activities on the playgrounds.</p>																																																					

<p><b>Addressing the complexity of each child's needs</b> Play Therapy</p>		<p><i>Did Play Therapy help children to show improvements in key social and emotional indicators?</i></p> <table border="1" data-bbox="745 129 1747 352"> <thead> <tr> <th>Extra Measures</th> <th>Feb 2018</th> <th>May 2018</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>Able to show responsibility for her actions by not repeating her behaviours</td> <td>1</td> <td>6</td> <td>+5</td> </tr> <tr> <td>To have emotionally age appropriate actions and behaviours</td> <td>1</td> <td>4</td> <td>+3</td> </tr> <tr> <td>To be outwardly happy</td> <td>2</td> <td>6</td> <td>+4</td> </tr> <tr> <td>To be accepted by her peers</td> <td>2</td> <td>5</td> <td>+3</td> </tr> <tr> <td>To have at least one good friend</td> <td>3</td> <td>8</td> <td>+5</td> </tr> <tr> <td colspan="4">Sessions started Nov 2018</td> </tr> </tbody> </table> <p>This is one example of the progress made by a child on pupil premium register. This pupil is now able to access good friendships and has shown great improvements in her social skills and ability to cope with strong feelings.</p> <table border="1" data-bbox="745 480 1765 767"> <thead> <tr> <th>Extra Measures</th> <th>Nov 2017</th> <th>Feb 2018</th> <th>May 2018</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>To be able to cope with anxious situations</td> <td>2</td> <td>3</td> <td>7</td> <td>+5</td> </tr> <tr> <td>To stop jumping to dramatic statements and threats when upset</td> <td>0</td> <td>7</td> <td>10</td> <td>+10</td> </tr> <tr> <td>To be confident and happy in himself</td> <td>2</td> <td>3</td> <td>5</td> <td>+3</td> </tr> <tr> <td>To be able to express how he feels in an appropriate way</td> <td>1</td> <td>3</td> <td>8</td> <td>+7</td> </tr> <tr> <td>To be able to resolve situations with help</td> <td>1</td> <td>3</td> <td>8</td> <td>+7</td> </tr> <tr> <td>To be able to work to his ability</td> <td>0</td> <td>0</td> <td>2</td> <td>+2</td> </tr> <tr> <td>To have a friend</td> <td>0</td> <td>6</td> <td>6</td> <td>+6</td> </tr> <tr> <td colspan="5">Sessions started March 2017</td> </tr> </tbody> </table> <p>This is a second example of the progress that can be made when a child is receiving Play Therapy. This child is also on the pupil premium register. Their confidence, mood and self-belief were all very low and causing a negative impact on their learning and relationships. As shown in the table, the child was supported to make progress in their social and emotional development leading to improved mental health.</p>	Extra Measures	Feb 2018	May 2018	Progress	Able to show responsibility for her actions by not repeating her behaviours	1	6	+5	To have emotionally age appropriate actions and behaviours	1	4	+3	To be outwardly happy	2	6	+4	To be accepted by her peers	2	5	+3	To have at least one good friend	3	8	+5	Sessions started Nov 2018				Extra Measures	Nov 2017	Feb 2018	May 2018	Progress	To be able to cope with anxious situations	2	3	7	+5	To stop jumping to dramatic statements and threats when upset	0	7	10	+10	To be confident and happy in himself	2	3	5	+3	To be able to express how he feels in an appropriate way	1	3	8	+7	To be able to resolve situations with help	1	3	8	+7	To be able to work to his ability	0	0	2	+2	To have a friend	0	6	6	+6	Sessions started March 2017					<p>Yes.</p> <p>Continue to work closely with Play Therapist. Consistent updates to staff, SLT and parents has led to more rapid progress in this area.</p>
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<p><b>To enrich and broaden the curriculum</b> Weekly targeted Adventure Club</p>	<p><b>£5982 + £1,180</b></p>	<p><i>Did Disadvantaged Pupils attend school clubs?</i> Yes, nearly all disadvantaged pupils attended school clubs. 2 children from football outside provider were also offered a reduced price holiday club, which they went to. 1 child is now playing for the school football team. The child that was offered the free drama club place was reluctant at first to attend as she also had speech and language difficulties. She is now a regular participant and has performed in front of adults at their end of term performance. Her attendance at school has also improved.</p>	<p>Yes</p>																																																																									
<p><b>To enrich and broaden the curriculum</b> Extra-curricular clubs subsidised by school as well as free places offered by external providers.</p>		<table border="1" data-bbox="960 1145 1554 1297"> <thead> <tr> <th colspan="2">Percentage of Disadvantaged pupils attending school clubs</th> </tr> </thead> <tbody> <tr> <td>Terms 1 &amp; 2</td> <td>38/101 = 37%</td> </tr> <tr> <td>Terms 3 &amp; 4</td> <td>40/101 = 40%</td> </tr> <tr> <td>Terms 5 &amp; 6</td> <td>99/100 = 99%</td> </tr> </tbody> </table>	Percentage of Disadvantaged pupils attending school clubs		Terms 1 & 2	38/101 = 37%	Terms 3 & 4	40/101 = 40%	Terms 5 & 6	99/100 = 99%	<p>Yes and develop for 100% of children to attend at least 2 clubs during the year.</p>																																																																	
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<p><b>To enrich and broaden the curriculum</b> Opportunities for inter-school activities and festivals</p>		<p><b>Did Disadvantaged Pupils attend inter-school activities and festivals?</b> Nearly half of the children were able to participate, with 65% of disadvantaged pupils in Key Stage 2 participating in inter-school activities and festivals.</p> <table border="1" data-bbox="862 161 1655 352"> <thead> <tr> <th colspan="2">Percentage of Disadvantaged pupils attending inter-school activities and festivals</th> </tr> </thead> <tbody> <tr> <td>Terms 1 &amp; 2</td> <td>9/101 = 9%</td> </tr> <tr> <td>Terms 3 &amp; 4</td> <td>13/101 = 13%</td> </tr> <tr> <td>Terms 5 &amp; 6</td> <td>28/100 = 28%</td> </tr> <tr> <td>Participation in at least 1 event Year 2017-</td> <td>40/100 = 40%</td> </tr> </tbody> </table>	Percentage of Disadvantaged pupils attending inter-school activities and festivals		Terms 1 & 2	9/101 = 9%	Terms 3 & 4	13/101 = 13%	Terms 5 & 6	28/100 = 28%	Participation in at least 1 event Year 2017-	40/100 = 40%	<p>Yes and develop for more children to attend. MW to develop links within other sports and activities for competitive meetings e.g. dance and gymnastics as well as more opportunities for Key Stage 1 children.</p>																						
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<p><b>To enrich and broaden the curriculum</b> Disadvantaged pupils swimming lessons are subsidised by school.</p>		<p><b>Did Disadvantaged Pupils participate in swimming lessons?</b> Yes, 100% of children receiving PP funding participated in swimming lessons. 1 child was supported in Year 3 by class teacher going into the pool with him. Reduced-priced swimming lessons were also offered for 2 families to continue learning to swim outside of school lessons. As a seaside town, it is important that children have some level of competency in the water.</p> <p>Additional information on file about additional support given to a family to encourage 3 children to attend</p>	<p>Yes</p>																																
<p><b>To enrich and broaden the curriculum</b> All children will participate in school trips as part of the curriculum</p>		<p><b>Did Disadvantaged Pupils participate in school trips?</b> Yes, 100% of children receiving PP funding participated in school trips. This is important so that they can fully access the curriculum.</p>	<p>Yes</p>																																
<p><b>To increase attendance rates</b> Variety of strategies adopted</p>	<p><b>£1900</b></p>	<p><b>Was the gap less than 1% between the attendance of the whole school and that of disadvantaged pupils? (2016-2017 Gap: -0.8%)</b> No, although there was a significant improvement in term 5, when individual support was given to 2 families to arrive to school on time. In term 6, unauthorised holidays accounted for a significant amount of absences.</p> <table border="1" data-bbox="779 938 1738 1062"> <thead> <tr> <th></th> <th>T1%</th> <th>T2%</th> <th>T3%</th> <th>T4%</th> <th>T5%</th> <th>T6%</th> <th>Year</th> </tr> </thead> <tbody> <tr> <td><b>All</b></td> <td>94.9</td> <td>95.94</td> <td>95.91</td> <td>95.91</td> <td>96.76</td> <td>95.47</td> <td>96.08</td> </tr> <tr> <td><b>PP</b></td> <td>93.4</td> <td>94.19</td> <td>94.19</td> <td>94.19</td> <td>95.60</td> <td>93.38</td> <td>94.61</td> </tr> <tr> <td><b>Gap</b></td> <td>-1.5</td> <td>-1.75</td> <td>-1.72</td> <td>-1.72</td> <td>-1.16</td> <td>-2.09</td> <td>-1.47</td> </tr> </tbody> </table>		T1%	T2%	T3%	T4%	T5%	T6%	Year	<b>All</b>	94.9	95.94	95.91	95.91	96.76	95.47	96.08	<b>PP</b>	93.4	94.19	94.19	94.19	95.60	93.38	94.61	<b>Gap</b>	-1.5	-1.75	-1.72	-1.72	-1.16	-2.09	-1.47	<p>Yes but we will develop rewards in school further e.g. selection of smaller prizes so that more children can be rewarded for high attendance.</p> <p>We will also consider the school calendar especially the length of the Christmas break to reduce illnesses and unauthorised absence at the start of term 3.</p>
	T1%	T2%	T3%	T4%	T5%	T6%	Year																												
<b>All</b>	94.9	95.94	95.91	95.91	96.76	95.47	96.08																												
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<b>Gap</b>	-1.5	-1.75	-1.72	-1.72	-1.16	-2.09	-1.47																												
<p><b>Quality Teaching for all</b> Power of reading &amp; Read Write Inc (Phonics)</p>	<p><b>£53,004</b></p>	<p><b>Did Disadvantaged Pupils have good outcomes in Reading and Writing?</b> Although the overall attainment gap improved during the year, as a school the attainment of children receiving Pupil Premium funding is still considerably less than that of those that are not.</p> <table border="1" data-bbox="862 1209 1655 1334"> <thead> <tr> <th colspan="7">Whole school Attainment Gap (%Age Related Expectations)</th> </tr> <tr> <th></th> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> <th>Term 5</th> <th>Term 6</th> </tr> </thead> <tbody> <tr> <td><b>Reading</b></td> <td>-12%</td> <td>-14%</td> <td>-12%</td> <td>-9%</td> <td>-8%</td> <td>-8%</td> </tr> <tr> <td><b>Writing</b></td> <td>-21%</td> <td>-17%</td> <td>-14%</td> <td>-13%</td> <td>-10%</td> <td>-10%</td> </tr> </tbody> </table>	Whole school Attainment Gap (%Age Related Expectations)								Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	<b>Reading</b>	-12%	-14%	-12%	-9%	-8%	-8%	<b>Writing</b>	-21%	-17%	-14%	-13%	-10%	-10%	<p>Yes:</p> <p>Use professional development meetings to learn from common areas for development as seen in the Teachers' Profile Documents.</p>				
Whole school Attainment Gap (%Age Related Expectations)																																			
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6																													
<b>Reading</b>	-12%	-14%	-12%	-9%	-8%	-8%																													
<b>Writing</b>	-21%	-17%	-14%	-13%	-10%	-10%																													
<p><b>Quality Teaching for all</b></p>		<p><b>Did Coaching support teachers to improve their practice so that outcomes for all children improved?</b></p>	<p>Continue to show case the coaching and share approaches and ideas with colleagues in each coaching term 3x a</p>																																

Coaching		<p>Overall quality of teaching (as triangulated through 360 degree observations and subject-specific scrutiny):</p> <table border="1" data-bbox="750 135 1608 268"> <thead> <tr> <th></th> <th colspan="6">TERM 6 2017-2018</th> </tr> <tr> <th></th> <th>I</th> <th>RI</th> <th>G-</th> <th>G</th> <th>G+</th> <th>O</th> </tr> </thead> <tbody> <tr> <td>OVERALL QUALITY OF TEACHING</td> <td></td> <td></td> <td>4</td> <td>4</td> <td>4</td> <td>1</td> </tr> </tbody> </table>		TERM 6 2017-2018							I	RI	G-	G	G+	O	OVERALL QUALITY OF TEACHING			4	4	4	1	<p>year. Focus specifically on strategies to close the attainment gap as first round of coaching.</p> <p>Develop this to include support staff coaching groups to address specific barriers.</p>
	TERM 6 2017-2018																							
	I	RI	G-	G	G+	O																		
OVERALL QUALITY OF TEACHING			4	4	4	1																		
<b>Total budgeted cost: £137,720</b>																								

<b>3. Barriers to future attainment for pupils eligible for PP Funding</b> <i>(issues to be addressed in school, issues which also require action outside school, such as low attendance rates)</i>	
<b>A.</b>	Parental engagement (extra support with reading, homework, Passport Targets, TLC attendance also cost of starting school)
<b>B.</b>	The additional, specific needs of each disadvantaged child <i>(their barriers to learning and how these can be addressed)</i>
<b>C.</b>	Access to enrich and broaden the curriculum through learning opportunities beyond the classroom
<b>D.</b>	Low attendance rates and mobility



# Planned Expenditure Academic Year 2018 - 2019

## A: Parental engagement (extra support with reading, homework, Passport Targets, TLC attendance also cost of starting school)

Desired outcome and Success Criteria	Chosen approach	What is the evidence and rationale for this choice?	Milestones	Staff lead	When will you review implementation?	How will you ensure it is implemented well?
Learners are able to have conversations with parents/carers about their learning  <b>Desired outcome:</b> 100% of parents to attend TLC	Termly Learning Conferences -	Provide termly opportunities to boost parental engagement in learning	<b>November 2018</b> 100% of parents to attend TLC at the timetabled time or to have a TLC rescheduled. <b>May 2019</b> 100% of parents to attend TLC at the timetabled time or to have a TLC rescheduled.	<b>JF</b>	After each TLC JF will look at attendance registers from each class and check that any non-attendance is caught up afterwards.	Attendance of parents of disadvantaged pupils to TLCs to be monitored and meetings rescheduled, where appropriate  Monitor TLC uptake through the office (focussing on PP)
<b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.				<b>Future Developments</b> Will you continue with this approach?		
<b>Date</b>	<b>TLC % Attendance – all</b>	<b>TLC % Attendance - PP</b>				
<b>TLC 1 – Nov. 2018</b>	**%	**%				
<b>TLC 2 – May 2019</b>	**%	**%				
Learners are regularly able to share reading with someone else.  <b>Desired outcome:</b> All children will be heard read at least 3 times per week  <i>This will lead to accelerated progress and improved attainment in reading as well as Year 1 Phonics screening (see section below)</i>	1:1 reading 3 x per week  1:1 reading to be supported by peer reading by older classes  Additional 1:1 Reading with all PP children in school	<b>Evidence:</b> Previous successes	<b>December 2018</b> Records to show that all PP children are being read with an adult at least 3 x per week <b>April 2019</b> Records to show that all PP children are being read with an adult at least 3 x per week in school, in addition to reading at home. <b>July 2018</b> Records to show that all PP children are being read with an adult at least 3 x per week in school, in addition to reading at home.	<b>JW (KS1)</b>  <b>EL (KS2)</b>          <b>KE</b>	<b>End of Term 2, Term, 4 and term 6</b>  JW & EL will check reading records as part of English scrutiny.  As part of termly subject review, HW (link governor) to check reading records and talk to a selection of PP children about their reading in school.	Records to be kept of home monitoring as well and school reading.
<b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate				<b>Future Developments</b> Will you continue with this approach?		

<p>Learners are regularly able to practise their Maths targets.</p> <p><b>Desired outcome:</b> All children will have the opportunity to practise foundational Maths targets, to enable children to access conceptual learning.</p> <p><i>This will lead to accelerated progress and improved attainment in Maths (see section below).</i></p>	<p>Regular opportunities given to practise Maths Passports or Times Table Rock Stars (Personalised Maths targets)</p>	<p><b>Rationale:</b> To accelerate foundational maths learning to enable children to access conceptual learning</p> <p>Notes on previous year's approach: <i>Maths passports to continue for Year 1&amp;2. Times Tables Rock Stars to be introduced for all children with PP children given additional time to practice in school.</i></p>	<p><b>December 2018</b> Timetabled sessions for Maths target practise three times a week.</p> <p><b>April 2019</b> Timetabled sessions for Maths target practise three times a week.</p> <p><b>July 2019</b> Timetabled sessions for Maths target practise three times a week.</p>	<p><b>DB</b></p>	<p><b>End of Term 2</b></p> <p><b>End of Term 4</b></p> <p><b>End of Term 6</b></p> <p>DB, supported by CL, will check records as part of Maths scrutiny.</p> <p>As part of term 2 and term 4 governor review, HW (link governor) to talk to a selection of PP children about their experience of Passports and TT Rock stars.</p>	<p>Sessions to be timetabled as well as evidence from the website about sessions accessed.</p>
<p><b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate</p>				<p><b>Future Developments</b> Will you continue with this approach?</p>		
<p><b>Desired outcome:</b> All children are prepared and ready for school, on entry.</p> <p>100% of PP children new to school are offered 2 school jumpers / cardigans and a book bag.</p>	<p>Starting school uniform offer.</p>	<p><b>Rationale:</b> To support disadvantaged families with cost of starting school.</p>	<p><b>December 2018</b></p> <p><b>April 2019</b></p> <p><b>July 2019</b></p>	<p><b>BB</b></p>	<p><b>On entry</b></p> <p>BB to ensure that all families receiving PP funding get school starter pack on entry</p>	<p>All disadvantaged children given this starter pack.</p> <p>Consider cost implications of providing jumpers when children move from KS1 to KS2.</p>
<p><b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>				<p><b>Future Developments</b> Will you continue with this approach?</p>		
<p><b>Total budgeted cost: £43,731</b></p>						

**B: The additional, specific needs of each disadvantaged child (their barriers to learning and how these can be addressed)**

Desired outcome and Success Criteria		Chosen approach(es)	What is the evidence and rationale for	Milestones	Staff lead	When will you review implementation?	How will you ensure it is implemented well?						
Gap closing in Reading, Writing and Maths between disadvantaged and others  <b>Desired outcome:</b> Disadvantaged Pupils to make better progress than Non Disadvantaged  July 2018 Progress Gap (%EXS+ PP vs Non-PP)		1:1 and group feedback:  1:1 or group Feedback, where appropriate, for reading, writing & maths:	<b>Evidence:</b> Previous Success (2016-2017)  ‘Education and Endowment Fund’ website and data provided by Sutton Trust as well as Gov Pupil Premium report (2015)	<b>Term 1</b> <ul style="list-style-type: none"> <li>• <b>Headline data to be shared with staff in 1<sup>st</sup> week (Maths as a focus for this year)</b></li> <li>• <b>Analyse data to look at trends.</b></li> <li>• <b>Feedback to staff outcomes of Venn Diagram linking PP/Attendance/Mobility</b></li> <li>• <b>Gap analysis documents to focus on Progress and specifically comparing PP with Non-PP.</b></li> <li>• <b>Pupil Progress Meetings held and notes/actions send to all teachers.</b></li> </ul> <b>Term 2</b> <ul style="list-style-type: none"> <li>• Whole school inset to discuss practicalities of Disadvantaged Pupil Strategy (DPS) including logistics of regular personalised reflection sessions.</li> <li>• Showcase work already done/started</li> <li>• <b>Sports lead released to provide regular reflection sessions</b></li> <li>• Term 2 Coaching Focus to be strategies to close the gap.</li> <li>• Trial TA Coaching pairs/groups with PP focus</li> <li>• Timetabled additional phonics support for PP children.</li> </ul> <b>Term 3</b> <ul style="list-style-type: none"> <li>• Gap analysis meetings show that PP children are making better progress than Non-PP.</li> <li>• Additional phonics support for PP children.</li> <li>• Consider training Year 5 and 6 children to as Peer Mentors to support reflection sessions.</li> </ul> <b>Term 4</b>	<b>JF</b>	<b>JF</b> to analyse attainment gap and measure progress at each of the 5 assessment points.  Standards Committee to challenge and report to FGB on data after each assessment point.	Gap analysis meetings at each assessment point  JF to share assessment point outcomes with PP and Assessment Governors as well as Standards Committee						
<table border="1"> <tr> <td><b>KS2 Reading</b></td> <td>-0.38 (Nat: 0.31)</td> </tr> <tr> <td><b>KS2 Writing</b></td> <td>2.27 (Nat: 2.27)</td> </tr> <tr> <td><b>KS2 Maths</b></td> <td>-1.11 (Nat: -1.11)</td> </tr> </table>	<b>KS2 Reading</b>	-0.38 (Nat: 0.31)						<b>KS2 Writing</b>	2.27 (Nat: 2.27)	<b>KS2 Maths</b>	-1.11 (Nat: -1.11)	Targeted Phonics support for Year 1  (Daily 1:1 Phonics for all children receiving PP funding)	<b>Term 3</b> <ul style="list-style-type: none"> <li>• Gap analysis meetings show that PP children are making better progress than Non-PP.</li> <li>• Additional phonics support for PP children.</li> <li>• Consider training Year 5 and 6 children to as Peer Mentors to support reflection sessions.</li> </ul>
<b>KS2 Reading</b>	-0.38 (Nat: 0.31)												
<b>KS2 Writing</b>	2.27 (Nat: 2.27)												
<b>KS2 Maths</b>	-1.11 (Nat: -1.11)												
Year 1: Gap closing in Reading, between disadvantaged and others  <b>Desired outcome:</b> Year 1: Disadvantaged Pupils to make better progress than Non		Weekly personalised reflection sessions.	<b>JF</b>										

Disadvantaged (shown in Reading Progress from EYFS-Year 1)	Pupil Premium 1 <sup>st</sup> strategy		<ul style="list-style-type: none"> <li>Gap analysis meetings show that PP children are making better progress than Non-PP.</li> <li>Additional phonics support for PP children.</li> </ul> <p><b>Term 5</b></p> <ul style="list-style-type: none"> <li>Gap analysis meetings show that PP children are making better progress than Non-PP.</li> <li>Additional phonics support for PP children.</li> <li>Monitor impact of using Year 5 and 6 children to as Peer Mentors to support reflection sessions.</li> </ul> <p><b>Term 6</b></p> <ul style="list-style-type: none"> <li>Internal and external data shows that PP children are making better progress than Non-PP.</li> </ul>									
<p>To reduce the gap in Maths between disadvantaged and others.</p> <p><b>Desired outcome:</b> Disadvantaged Pupils to make better progress than Non Disadvantaged in Yr 6.</p> <p>July 2018 Progress Gap (%EXP+ PP vs Non-PP)</p> <table border="1" data-bbox="98 1066 416 1388"> <tr> <td>KS2 Reading</td> <td>-0.38 (Nat: 0.31)</td> </tr> <tr> <td>KS2 Writing</td> <td>2.27 (Nat: 2.27)</td> </tr> <tr> <td>KS2 Maths</td> <td>-1.11 (Nat: -1.11)</td> </tr> </table>	KS2 Reading	-0.38 (Nat: 0.31)	KS2 Writing	2.27 (Nat: 2.27)	KS2 Maths	-1.11 (Nat: -1.11)	<p>3 teachers working with Year 6 classes to make 3 groups of 20.</p> <p>Third Space 1:1 interactive tuition</p> <p>Early Bird Maths Group</p>	<p><b>Rational:</b> Investment in teaching and Quality First Teaching Strategies.</p> <p><b>Evidence:</b> Effective strategy last year in Year 6 to raise overall performance . Now with additional specific focus on children receiving Pupil</p>	<p><b>July 2018</b> Year 5 children given baseline assessment (from Third Space) to help teachers analyse the gaps.</p> <p><b>October 2018</b> Classes to be split into 3 x 20 groups for Maths (Maths lead to support) Early Bird Maths sessions to commence for Maths target practise 2 x a week (Monday &amp; Tuesday 8.00 – 8.40am)</p> <p><b>December 2018</b> 1:1 Third Space sessions to be booked for Terms 3 and 4, based on November SATs assessment papers</p> <p><b>January – May 2019</b> Early Bird Maths sessions to continue for Maths target practise 2 x a week (Monday &amp; Tuesday 8.00 – 8.40am)</p>	<p><b>DB</b> (Maths Lead)</p>	<p><b>DB</b> to analyse attainment gap and measure progress at each of the 5 assessment points.</p> <p>Nov: DB to report to Governors the Maths Action Plan to FGB, with specific focus on PP strategies.</p>	<p>3 teachers and 3 TAs to share mixed ability groups of 20 children in Year 6 for Maths and English each day.</p> <p>Additional Teacher to focus on 1:1 feedback and targeted support of PP children in the afternoon.</p>
KS2 Reading	-0.38 (Nat: 0.31)											
KS2 Writing	2.27 (Nat: 2.27)											
KS2 Maths	-1.11 (Nat: -1.11)											

		<p>Premium funding.</p> <p><i>Data evidence (JF) has flagged up the need for a specific focus in Maths for children receiving the PP funding</i></p>				
<p><b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>				<p><b>Future Developments</b> Will you continue with this approach?</p>		

Desired outcome and Success Criteria	Chosen approach	What is the evidence and rationale for this choice?	Milestones	Staff lead	When will you review implementation?	How will you ensure it is implemented well?
<p><b>Desired Outcome:</b> Staff to have a clear understanding of how to meet the social and emotional needs so that children are ready to learn.</p> <p><i>This will lead to accelerated progress and improved attainment (see section above).</i></p>	Thrive – Whole school approach and classroom strategies	<b>Rationale:</b> On entry data shows children arrive in school with low social and emotional skills.	<p><b>Term 1</b> Develop Phase ‘wellbeing’ areas in which to take social skills groups. 2 more support staff to finish training in the Thrive Approach (19.10.18)</p> <p>Weekly social skills and nurture groups running for all year groups.</p> <p><b>Term 2</b> NQT Training: wellbeing, SEN, Safeguarding Teachers to complete Whole class assessments of social and emotional needs</p> <p>As part of twilight Inset (7.11.18), all staff to look at link between receptive and responsive communication. Class assessment grids updated by ST (S&amp;L support) and interruptions and concepts explained.</p> <p><b>Term 3</b> Governors’ training on SEN, Safeguarding, Thrive, Play Therapy, ESBAS, SPOA etc.</p>	JL	<p><b>End of Term 2</b></p> <p><b>End of Term 4</b></p> <p><b>End of Term 6</b></p> <p>JL to review this provision by observing social skills sessions and speech and language support.</p>	<p>JL to have regular meeting with support staff to discuss social skills groups and further training needs.</p> <p>Teachers and Governors to complete a staff questionnaire after training.</p>
	Play therapy	<b>Evidence:</b> Implementation of Play Therapy has proved to be successful over the previous years. Due to the success the number of sessions have been increased to target disadvantaged pupils on the Play therapy waiting list.	<p>Weekly social skills and nurture groups running for all year groups</p> <p><b>Term 4</b> School Inset: wellbeing, SEN, Safeguarding</p> <p>Teachers to complete Whole class assessments of social and emotional needs</p> <p><b>Term 5</b> Weekly social skills and nurture groups running for all year groups</p> <p><b>Term 6</b> Teachers to complete Whole class assessments of social and emotional needs.</p>	JL	<p>Whole-class Thrive assessments to also be collated at the end of each long term by JL.</p>	<p>Weekly informal feedback to JL</p> <p>Formal feedback termly from Qualified Play Therapist to parents, class teachers and SENCO (JL) to show improvements in key social and emotional indicators.</p>
	<p>Speech and Language support</p> <p>Regular S &amp; L intervention, using speech link (Daily and weekly)</p>	<b>Rationale:</b> This is a need because many children are identified as having speech and language gaps on entry in Reception. This gap hinders their access to the curriculum.	<p>Weekly social skills and nurture groups running for all year groups</p> <p><b>Term 4</b> School Inset: wellbeing, SEN, Safeguarding</p> <p>Teachers to complete Whole class assessments of social and emotional needs</p> <p><b>Term 5</b> Weekly social skills and nurture groups running for all year groups</p> <p><b>Term 6</b> Teachers to complete Whole class assessments of social and emotional needs.</p>	JL		<p>Formal feedback termly from Speech and Language Practitioners to parents, class teachers and SENCO (JL)</p>
<b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.				<b>Future Developments</b> Will you continue with this approach?		
<b>Total budgeted cost: £97,634</b>						

C: Access to enrich and broaden the curriculum through learning opportunities beyond the classroom												
Desired outcome and Success Criteria	Chosen approach(es)	What is the evidence and rationale for this choice?	Milestones	Staff lead	When will you review implementation?	How will you ensure it is implemented well?						
<p><b>Growing aspiration</b></p> <p><b>Desired outcome:</b> Increased participation in school clubs</p> <p><b>% of Disadvantaged pupils attending school clubs</b></p> <table border="1"> <tr> <td>July 2016</td> <td>19%</td> </tr> <tr> <td>July 2017</td> <td>21%</td> </tr> <tr> <td>July 2018</td> <td>99%</td> </tr> </table>	July 2016	19%	July 2017	21%	July 2018	99%	<p>Weekly Adventure Club specifically targeted at disadvantaged pupils (PE grant)</p> <hr/> <p>Extra-curricular clubs</p> <p><b>(After school)</b></p> <p>Specific children selected and invited after liaising with class teachers (PE grant)</p>	<p><b>Rational:</b> Facilitating/encouraging enriched opportunities.</p> <hr/> <p><b>Evidence:</b> Evidence from last year</p>	<p><b>December</b></p> <p>50% of PP children attending a club</p> <p><b>April</b></p> <p>100% of PP attending a club</p> <p><b>July</b></p> <p>100% of PP children attending more than 1 club</p>	<p><b>MW</b></p> <p><b>(PE specialist)</b></p> <hr/> <p><b>BB</b></p>	<p>MW to review extra-curricular clubs and inter-school activities</p> <p>Termly</p> <p>(3x per year)</p> <hr/> <p>As part of term 2 and term 4 governor review, NC (P.E link governor) to talk to a selection of PP children about their experience of sport and activities in school.</p>	<p>Breakfast club places offered for siblings while peers are at early morning clubs (e.g. running club or Maths booster clubs).</p> <p>JF to work with MW to keep a record</p> <hr/> <p>All disadvantaged pupils will be offered one free school-run club every term and also consider ways that siblings can be offered places at clubs on same days.</p> <p>All external club providers to offer a minimum one free space for children who show aptitude.</p> <p>Reduced football holiday club offers from All Stars</p>
July 2016	19%											
July 2017	21%											
July 2018	99%											
<p><b>Growing aspiration</b></p> <p><b>Desired outcome:</b> Increased participation in inter-school activities and festivals</p> <p><b>% of Disadvantaged pupils attending inter-school events</b></p> <table border="1"> <tr> <td>Dec 2017</td> <td>9%</td> </tr> <tr> <td>April 2018</td> <td>13%</td> </tr> <tr> <td>July 2018</td> <td>40%</td> </tr> </table>	Dec 2017	9%	April 2018	13%	July 2018	40%	<p>Opportunities for inter-school activities and festivals (PE grant)</p>		<p><b>December</b></p> <p>15% of PP children participate</p> <p><b>April</b></p> <p>30% of PP children participate</p> <p><b>July</b></p> <p>60% of PP children participate</p>	<p><b>MW</b></p>		<p>JF to work with MW to keep a record</p>
Dec 2017	9%											
April 2018	13%											
July 2018	40%											

<p><b>Desired Outcomes:</b></p> <p>All KS2 children to be able to swim 25m and access school swimming lessons.</p> <p>100% of Reception children to experience bikability sessions</p>	<p>Disadvantaged pupils swimming lessons entry fee are subsidised by school. (PE grant)</p>	<p><b>Rational:</b> As a seaside school this is a priority for safety reasons.</p>	<p><b>December</b> 100% of PP children in termly class rota participate</p> <p><b>April</b> 100% of PP children in termly class rota participate</p> <p><b>July</b> 100% of PP children in termly class rota participate</p>	<p><b>MW</b></p>	<p>ST to monitor participation in swimming</p> <p>Termly (3x year)</p>	<p>All PP children to access swimming lessons throughout KS2 – phone calls to home, financial support and teacher to go into the pool with child, if necessary.</p>
<p><b>Desired Outcome:</b> 100% of children will participate in school trips and activities as part of the curriculum</p>	<p>Disadvantaged pupils trips and visit costs subsidised by school at 50%</p>	<p><b>Rational:</b> for all children to experience the broader curriculum that trips and activities provide.</p>	<p><b>December</b> 100% of PP children to participate</p> <p><b>April</b> 100% of PP children to participate</p> <p><b>July</b> 100% of PP children to participate</p>	<p><b>ST</b></p>	<p>ST to monitor participation in trips</p> <p>As each trip and activity is arranged</p>	<p>Teachers to discuss any access issues with ST to make sure that all children are able to participate</p>
	<p>All Reception children to experience early bikability training</p>					<p>Registers to be taken by class teachers</p>
	<p>Disadvantaged pupils to complete cross as part of Whole School Prayer Space / Peace Garden</p>					<p>ST to invite selected PP children to make cross</p> <p>PP to be considered for additional trips/activities when opportunities arise</p>
<p><b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>				<p><b>Future Developments</b> Will you continue with this approach?</p>		
<p><b>Total budgeted cost: £1,565</b></p>						



## D: Low attendance rates and Mobility

Desired outcome and Success Criteria	Chosen approach(es)	What is the evidence and rationale for this choice?	Milestones	Staff lead	When will you review implementation?	How will you ensure it is implemented well?
<p><b>Desired Outcomes:</b> Gap of less than 1% between whole school and disadvantaged attendance</p> <p>Whole school attendance to be above 96%</p> <p><b>Attendance Year 2017-2018</b></p> <p><b>All 96.08</b></p> <p><b>PP 94.61</b></p> <p><b>Gap -3.37</b></p>	Regular or extended absence or lateness monitored and discussed with parents	<p><b>Rationale:</b> Data shows clearly that children who have not attended well are not making as much progress as those that have – especially in Maths (PP Venn diagrams from JF: October 2018)</p> <p><b>Evidence:</b></p> <p>Variety of strategies adopted last year with good success to narrow the gap. Now want to also achieve a gap of less than 1% with Whole school attendance of over 96%</p>	<p><b>December</b></p> <p><b>April</b></p> <p><b>July</b></p>	ST	<p><b>BB</b> to provide a weekly attendance update to ST.</p> <p><b>ST</b> to provide Termly Attendance analysis as part of Head teacher’s report to governors.</p>	Attendance is monitored daily and ST follows up concerning absence
	Colour coded letters sent home to highlight attendance			BB		Termly attendance letters sent home.
	Attendance cup, display and certificates			BB		Attendance cup presented weekly in whole school worship, winning class given extra playtime and each class’ % is displayed prominently
<p><b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>				<p><b>Future Developments</b> Will you continue with this approach?</p>		

**Total budgeted cost: £6,153**

