



## Pupil Premium Strategy Statement: Rushall Primary School 2017-2018 REVIEWED SUMMER 2018

Summary information

School	Rushall Primary School				
Academic Year	2017/18 Financial Year April 2017- 2018	Total PP budget	£94,720	Date of most recent PP Review	May 2015 June 2015 (Ofsted)
Total number of pupils	222	Number of pupils eligible for PP	75 (Reception – Year 6)	Date for next internal review of this strategy	February 2018

### 1. Barriers to future attainment (for pupils eligible for PP, including high ability)

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

A.	Oral language skills in EYFS upon entry to school are lower for pupils eligible for PP than for other pupils. This slows progress in RWM in subsequent years.
B.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 2 in mathematics. This prevents sustained high achievement in Key Stage 3.
C.	We have a high percentage of pupils (45%) who are SEND and PP. We need to ensure that pupils who are not SEND reach the expected standard in their year group objectives.
D.	Historically extra-curriculum experiences outside school hours have predominately been aimed at KS2 pupils.

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

E.	Attendance rates for pupils eligible for PP was 94%( as of Summer 2017). We need to continue to monitor this, as we know that poor attendance reduces school hours and causes children to fall behind. We will continue to monitor attendance on a daily basis and collectively as a leadership team half termly. <ul style="list-style-type: none"> <li>In 2016/2017, 10% (7/66) of pupils who are eligible for PP had attendance below 90% (national average 11%)</li> </ul>
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### 2. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	Improve oral language skills for pupils eligible for PP across EYFS and KS1.	<b>In 2017/2018 our aim is to:</b> <ul style="list-style-type: none"> <li>Pupils eligible for PP in EYFS &amp; KS1 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.</li> </ul>
B.	Higher rates of progress for children in mathematics, particularly in KS2 in mathematics.	<b>In 2017/2018 our aim is to:</b>



		<ul style="list-style-type: none"> <li>Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in mathematics. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices</li> </ul>
<b>C.</b>	To continue to ensure that PP children without SEND reach age related expectations in RWM.	<p><b>In 2017/2018 our aim is to:</b></p> <ul style="list-style-type: none"> <li>For PP children without SEND to reach age related expectations in RWM</li> </ul>
<b>D.</b>	To continue to ensure that every child has the opportunity to take part in enrichment and extra-curriculum activities to broaden their life experiences.	<p><b>In 2017/2018 our aim is to:</b></p> <ul style="list-style-type: none"> <li>Increase the number of pupils taking part in extended provision at Rushall, particularly in Key Stage 1.</li> <li>Offer a greater variety of experiences to cater for the needs and wishes of our children.</li> </ul>
<b>E.</b>	Increase attendance rates for pupils eligible for PP.	<p><b>In 2016/2017:</b></p> <ul style="list-style-type: none"> <li>Whole School Attendance = 96%</li> <li>Attendance for PP = 94%</li> <li>Attendance for non-PP = 96%</li> <li>PA (less than 90%) whole school = 9%</li> <li>PA (less than 90%) for PP = 10%</li> <li>PA (less than 90%) for non-PP = 3%</li> </ul> <p><b>In 2017/2018 our aim is to:</b></p> <ul style="list-style-type: none"> <li>Reduce the number of persistent absentees among pupils eligible for PP from 10%</li> <li>Improve rates of attendance for children eligible for PP funding attendance so that they are in line with national average and in line with 'other' pupils.</li> </ul>



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### 3. Planned expenditure

**Academic year**

**2017/18**

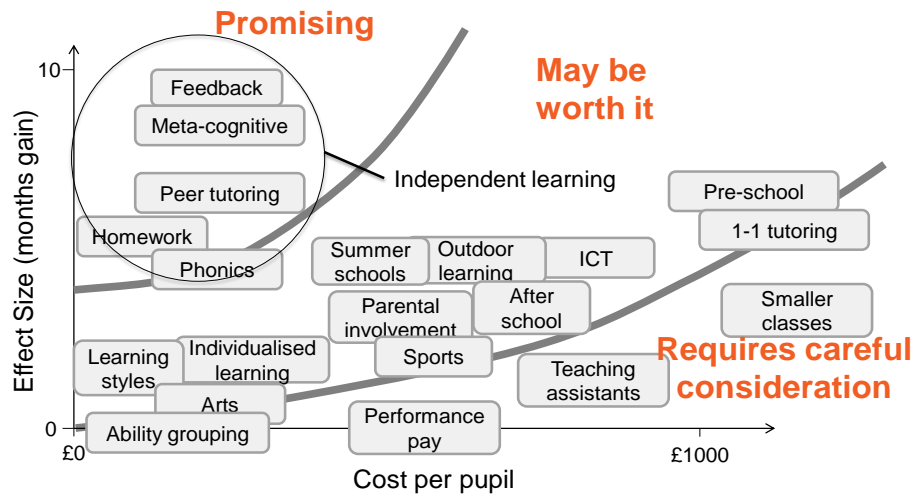
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

#### **i. Quality of teaching for all and targeted support**

We have used the Education Endowment Foundation (EEF) to guide us in our decision making. We have used a blend of 'promising' and 'may be worth it' approaches to our spending to improve outcomes for our children:



## Overview of value for money



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?
A. Improved oral language skills in EYFS and Key Stage 1	<p>Staff training on high quality questioning and feedback.</p> <p>Staff training on developing speech, language and communication needs</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 <b>high quality questioning and feedback</b> is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p><i>Early/Talk Boost KS1</i> is a targeted and evidence-based intervention programme, which supports language delayed children in Reception and</p>	<p>Use of EYFS/KS1 departmental meetings to discuss quality of observations and feedback.</p> <p>Peer observation of across EYFS/KS1 to</p>	Speech, Language and Communication Needs (SLCN) Champion & Team	<p>Termly through Pupil Progress meetings throughout 2017 - 2018</p> <p>Early/Talk Boost groups will be delivered according to need, groups will change</p>



	<p>pupils in EYFS and Y1 – using Early Talk Boost and Talk Boost and Wellcomm strategies</p>	<p>Key Stage One (KS1) to make progress with their language and communication skills. The programme is delivered in primary schools by classroom teachers and assistants and provides a structured programme that accelerates children’s progress in language and communication by an average of 18 months after a ten week intervention. Since launch over 58,000 children have benefited from the programme.</p> <p><a href="http://www.ican.org.uk/talkboost">http://www.ican.org.uk/talkboost</a></p> <p>WellComm: A Speech and Language Toolkit for Screening and Intervention in the Early Years: Revised Edition plays a crucial role in identifying children with potential language difficulties and offers a range of customised intervention activities to help support their language development.</p> <p>Easy to administer and score, the screening tool uses a unique traffic light system to help practitioners understand the child’s current level of speech and language and to provide a pathway for action, ensuring every child gets the support they need.</p> <ul style="list-style-type: none"> <li>● Consider referral to a specialist service for further advice/assessment</li> <li>● Extra support and intervention required</li> <li>● No intervention currently required</li> </ul> <p>With 1 in 10 children under 5 years of age experiencing some degree of difficulty in learning language and communication skills, early identification is crucial. To help achieve this, WellComm Toolkit’s clear and easy-to-use record forms enable the screening process to be carried out quickly and efficiently.</p> <p><a href="https://www.gi-assessment.co.uk/products/wellcomm/">https://www.gi-assessment.co.uk/products/wellcomm/</a></p>	<p>ensure quality of questioning, feedback and observations.</p> <p>Consistent implementation of our Feedback Policy. See children’s work for evidence.</p> <p>Talk Boost strategies utilised throughout the school day across EYFS &amp; KS1.</p> <p>Targeted Early/Talk Boost session as a key intervention (see intervention records)</p> <p>Any child meeting the <b>orange</b> and <b>red</b> criteria will be referred immediately to the the SENDCo and a referral to Speech and Language Therapy Team (NHS).</p> <p>Early identification is the key with children with speech, language and communication needs.</p>	<p>SENDCo in respect of pupils identified with SEND.</p> <p>Speech &amp; Language Therapist dedicated</p>	<p>throughout the year (see intervention records).</p>
<b>Total budgeted cost</b>				£8,970	
<b>REVIEWED SUMMER 2018:</b>					



The data tables below for EYFS, Phonics and end of Key Stage 1 show that our disadvantaged children are performing well. We are a mainstream school with an additionally resourced provision for children with communication needs and autism, therefore we have higher than national SEND. Around 45-50% of disadvantaged children have SEND.

**EYFS data for end of Summer 2018:**

Expectation Achieved	GLD	Reading	Writing	Number	Shape, Space and Measure
All children	71%	71%	71%	71%	71%
Disadvantaged	63%	63%	63%	100%	100%
Taking out SEND	87%	87%	87%	96%	96%
Disadvantaged taking out SEND (2 children)	100%	100%	100%	100%	100%

**Phonics Screening data for end of Summer 2018 – Year 1 & Year 2:**

Year Group	Number of children achieving the expected standard		
	All children	Disadvantaged	Disadvantaged taking out SEND
Year 1	75%	88% (7/8)	100% (1/8)
Year 2	88%	67% (8/12)	100% (4/12)



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**End of Key Stage 1 data:**

Standard met	Reading	Writing	Maths
Below (BLW)	2/33 (6%)	2/33 (6%)	2/33 (6%)
Working towards (PKF)	5/33(15%)	5/33(15%)	4/33 (12%)
Working at/or above	26/33 (79%)	24/33 (73%)	26/33 (79%)
Disadvantaged working at/or above	8/13 (62%)	7/13 (54%)	9/13 (69%)
Disadvantaged working at/or above taking out SEND (5 children)	8/8 (100%)	8/8 (100%)	8/8 (100%)



<p>B. Improved achievement in mathematics (see table below for current standards in mathematics)</p> <p>July 2018</p>	<p>Quality Feedback and marking.</p> <p>Mastery Approach to mathematics.</p> <p>Meta-cognition strategies to help children think about their learning.</p> <p>Whole school CPD approach- following Maths Hub guidance and support,</p> <p>Developing higher order reading skills through targeted comprehension work to help children with worded problem solving.</p>	<p>High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in maths. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.</p> <p>We want to ensure that Teachers and TAs are well supported in offering children quality feedback and marking so that children make the best progress possible.</p> <p>The EEF states that Providing feedback to pupils through verbal and written feedback is integral to effective teaching. Equally, gathering feedback on how well pupils have learned something, is important in enabling teachers to clear up any misunderstanding and provide the right level of challenge in future lessons.</p> <p><a href="https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress/">https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress/</a></p> <p>The EEF highlights Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities.</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation/</a></p> <p>The EEF states Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps.</p> <p>Students must demonstrate a high level of success on tests, typically at about the 80% level, before progressing to new content. Mastery learning can be contrasted with other approaches which require pupils to move through the curriculum at a pre-determined pace. Teachers seek to avoid unnecessary repetition by regularly assessing knowledge and skills. Those who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework so that they can reach the expected level.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/</a></p>	<p>Termly data (Assessment Lead).</p> <p>Consistent implementation of our Marking and Feedback Policy. See children's work for evidence of quality marking/feedback.</p> <p>Children's books will evidence progress in maths (mastery)</p> <p>Updated Mathematics Policy written Autumn 2017 and reviewed with staff in January 2018.</p> <p>Each class will have a dedicated TA to target progress (see intervention records for impact).</p>	<p>SLT, including Maths Team</p>	<p>Termly through Pupil Progress meetings throughout 2017 – 2018</p>
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Total budgeted cost £29,168.75

**REVIEWED SUMMER 2018:**

Year Group	Number of Pupil Eligible for Pupil Premium		Number of Pupils NOT Eligible for Pupil Premium		% End of Year Gap	Number of SEND and Pupil Premium
	Autumn 2017	Summer 2018	Autumn 2017	Summer 2018		
Reception	18% (2/11)	64% (7/11) +46%	45% (9/20)	85% (17/20) +40%	-21%	7 PP (5/7 SEND & PP = 71%)
Year 1	75% (9/12)	73% (8/11) +2%	90% (19/21)	81% (17/21) -9%	-8%	8 PP (3/8 SEND & PP = 38%)
Year 2	38% (5/13)	75% (9/12) +37%	80% (16/20)	81% (17/21) +1%	-6%	6 PP (4/6 SEND & PP = 67%)
Year 3	78% (7/9)	82% (9/11) +4%	63% (15/24)	70% (16/23) +7%	-12%	9 PP (3/9 SEND & PP = 33%)
Year 4	27% (3/11)	60% (6/10) +33%	81% (17/21)	77% (17/22) +4%	-17%	7 PP (2/7 SEND & PP = 29%)
Year 5	30% (3/10)	36% (4/11) +6%	87% (20/23)	95% (21/22) +8%	-59%	7 PP (5/7 SEND & PP = 71%)
Year 6	30% (3/10)	55% (6/11) +25%	67% (14/21)	85% (17/20) +18%	-30%	8 PP (3/8 SEND & PP = 38%)



**HAPS and Pupil Premium Pupils:**

**End of Summer 2018**

Year Group	Children	FSM	PP EVER 6	Working at year group objectives			Attendance
				R	W	M	
Reception	-						
Year 1	Child A RWM	No	Yes				
Year 2	Child B W	Yes	Yes				
Year 3	Child C RWM	Yes	Yes				
	Child D RWM	No	Yes				
	Child E M	No	Yes				
Year 4	Child F RM	Yes	Yes				
	Child G M	No	Yes				
Year 5	Child H RM	Yes	Yes				
Year 6	Child I RM	No	Yes	107		107	
	Child J M	Yes	Yes			107	

<b>Key</b>	<b>Below age related expectation or below 90% attendance (PA)</b>	<b>At age related expectation or above 90% attendance</b>	<b>Above age related expectation</b>
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<p>C. To ensure that PP children without SEND reach age related expectations in RWM.</p> <ul style="list-style-type: none"> <li>Additional information: We have a high percentage of pupils (45%) who are SEND and PP. We need to ensure that pupils who are not SEND reach the expected standard in their year group objectives.</li> </ul>	<p>Quality Feedback and marking.</p> <p>Mastery Approach to Reading, Writing and Mathematics.</p> <p>Meta-cognition strategies to help children think about their learning.</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 <b>high quality questioning and feedback</b> is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>We want to ensure that Teachers and TAs are well supported in offering children quality feedback and marking so that children make the best progress possible.</p> <p><b>READING:</b> The EEF states that Reading comprehension approaches to improving reading focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves (see also Meta-cognition and self-regulation).</p> <p><b>WRITING:</b> Following whole school INSET in the area of improving children's writing we are working to ensure that all children reach the year group objectives. Teachers and Teaching assistants will help children to continually improve their writing through the editing/ redrafting process and the use of 'Cups and Arms'. This will enable children to apply metacognition approaches to their writing.</p> <p><b>MATHEMATICS:</b> Mathematics leads are working alongside the Maths hub to drive improvement and raise staff confidence in teaching the mastery approach. Children will gain deeper understanding through using CPA and whole class teaching with targeted support and intervention will ensure that no child is left behind.</p>	<p>Termly data (Assessment Lead).</p> <p>Consistent implementation of our Marking and Feedback Policy. See children's work for evidence of quality marking/feedback.</p> <p>Children's books will evidence progress.</p> <p>Each class will have a dedicated TA to target progress (see intervention records for impact).</p>	<p>SLT</p>	<p>Termly through Pupil Progress meetings throughout 2017 -2018</p>
<b>Total budgeted cost</b>				£29,1668.75	

**REVIEWED SUMMER 2018:**



Our in-school data shows that as a school we are **closing the gap** between disadvantage children and non-disadvantaged children. The tables below show the number of children working at age related expectations (split into pupils eligible for PP and not eligible for PP) in Autumn 2017 compared to Summer 2018. The tables show that whilst there is an overall gap between disadvantaged children and non-disadvantaged **children the % rise in number of disadvantaged reaching age related expectations is higher the non-disadvantaged children, consistently across the school.** This shows that we are accelerating the progress of our disadvantaged children.

**IMPACT MEASURES 2017- 2018**

**% Children secure in their year group objectives for RWM:**

**READING:**

Year Group	Number of Pupil Eligible for Pupil Premium		Number of Pupils NOT Eligible for Pupil Premium		% End of Year Gap
	Autumn 2017	Summer 2018	Autumn 2017	Summer 2018	
Reception	9% (1/9)	64% (7/11) <b>+55%</b>	40% (8/20)	75% (15/20) <b>+35%</b>	-11%
Year 1	58% (7/12)	82% (9/11) <b>+24%</b>	76% (16/21)	81% (17/21) <b>+5%</b>	-1%
Year 2	38% (5/13)	67% (8/12) <b>+29%</b>	75% (15/20)	86% (18/21) <b>+11%</b>	-19%
Year 3	67% (6/9)	73% (8/11) <b>+6%</b>	67% (16/24)	70% (16/23) <b>+3%</b>	-3%
Year 4	30% (3/10)	70% (7/10) <b>+40%</b>	76% (16/21)	77% (17/22) <b>+1%</b>	-7%
Year 5	20% (2/10)	45% (5/11) <b>+25%</b>	78% (18/23)	82% (18/22) <b>+4%</b>	-37%
Year 6	30% (3/10)	64% (7/11) <b>+34%</b>	62% (13/21)	85% (17/20) <b>+23%</b>	-21%



**WRITING:**

Year Group	Number of Pupil Eligible for Pupil Premium		Number of Pupils NOT Eligible for Pupil Premium		% End of Year Gap
	Autumn 2017	Summer 2018	Autumn 2017	Summer 2018	
Reception	9% (1/9)	64% (7/11) +55%	40% (8/20)	75% (15/20) +35%	-11%
Year 1	58% (7/12)	64% (7/11) +6%	86% (18/21)	62% (13/21) -24%	-2%
Year 2	31% (4/13)	58% (7/12) +27%	70% (14/20)	81% (17/21) +11%	-23%
Year 3	78% (7/9)	80% (8/10) +2%	58% (14/24)	71% (17/24) +13%	+9
Year 4	27% (3/11)	50% (5/10) +23%	81% (17/21)	77% (17/22) +4%	-27%
Year 5	0% (0/10)	36% (4/11) +36%	65% (15/23)	91% (20/22) +26%	-55%
Year 6	30% (3/10)	64% (7/11) +34%	57% (12/21)	80% (16/20) +23%	-16%



Year Group	Number of Pupil Eligible for Pupil Premium		Number of Pupils NOT Eligible for Pupil Premium		% End of Year Gap
	Autumn 2017	Summer 2018	Autumn 2017	Summer 2018	
Reception	18% (2/11)	64% (7/11) +46%	45% (9/20)	85% (17/20) +40%	-21%
Year 1	75% (9/12)	73% (8/11) +2%	90% (19/21)	81% (17/21) -9%	-8%
Year 2	38% (5/13)	75% (9/12) +37%	80% (16/20)	81% (17/21) +1%	-6%
Year 3	78% (7/9)	82% (9/11) +4%	63% (15/24)	70% (16/23) +7%	-12%
Year 4	27% (3/11)	60% (6/10) +33%	81% (17/21)	77% (17/22) +4%	-17%
Year 5	30% (3/10)	36% (4/11) +6%	87% (20/23)	95% (21/22) +8%	-59%
Year 6	30% (3/10)	55% (6/11) +25 %	67% (14/21)	85% (17/20) +18%	-30%

**PP & SEND Factors:**

	Number of SEND and Pupil Premium	SEND & PP Children working at age related expectations		
		Reading	Writing	Maths
Reception	7 PP (5/7 SEND & PP= 71%)	2/5	2/5	2/5
Year 1	8 PP (3/8 SEND & PP= 38%)	2/3	1/3	1/3
Year 2	6 PP (4/6 SEND & PP = 67%)	0/4	0/4	1/4
Year 3	9 PP (3/9 SEND & PP = 33%)	0/9	0/9	0/9
Year 4	7 PP (2/7 SEND & PP = 29%)	0/7	0/7	0/7
Year 5	7 PP (5/7 SEND & PP = 71%)	0/7	0/7	1/7
Year 6	8 PP (3/8 SEND & PP = 38%)	0/8	0/8	0/8



<p>D. To continue to ensure that every child has the opportunity to take part in enrichment and extra-curriculum activities to boarded their life experiences.</p>		<p>The EEF states that there is consensus among all those involved in education about the importance of literacy and numeracy. There is also agreement that pupils, including those from disadvantaged backgrounds, deserve a broad and rich curriculum, which is a current research focus for Ofsted.</p> <p>This theme brings together the evidence on a diverse range of approaches that seek to enrich children’s school experience. These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means (e.g. <a href="#">improving maths by playing chess</a>); <a href="#">develop children's character</a> (e.g. their motivation or resilience); or pursue wider goals for their own sake.</p> <p>At the EEF, think enriching education has intrinsic benefits. They state that all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils’ attainment and it is this link that EEF is particularly interested in.</p> <p><b><u>General enrichment to the curriculum (+2):</u></b> <a href="https://educationendowmentfoundation.org.uk/school-themes/enrichment/">https://educationendowmentfoundation.org.uk/school-themes/enrichment/</a></p> <p><b><u>Sports Focus (+2):</u></b> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/</a></p> <p><b><u>The Arts Focus (+2):</u></b> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</a></p> <p><b><u>Outdoor Adventure Education Focus(+4):</u></b> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</a></p>	<p>Discussions with activity leader regarding engagement and attitude within sessions- is this transferring into class?</p> <p>Feedback termly from staff and children via: evaluation forms. This will be reviewed termly.</p> <p>Review of termly focus groups with children KS1 and KS2 children to plan next steps.</p>	<p>Extended Schools Manager with SLT and all staff supporting</p>	<p>Termly review of activities, uptake and enjoyment.</p> <p>Termly focus group with children KS1 and KS2 children.</p> <p>Termly through Pupil Progress meetings throughout 2017 -2018</p>
<b>Total budgeted cost</b>				£13,776.50	



**REVIEWED SUMMER 2018: Extended Schools:**

<u>Year Group</u>	<u>Number of Pupil Eligible for Pupil Premium taking part in extended school opportunities</u>		<u>Number of Pupils NOT Eligible for Pupil Premium taking part in extended school opportunities</u>	
	Autumn 2017	Summer 2018	Autumn 2017	Summer 2018
Year 1	58%	100% +42%	48%	95% +47%
Year 2	67%	100% +33%	60%	43% -17%
Year 3	75%	75%	75%	88% +30%
Year 4	90%	93% +3%	91%	95% +4%
Year 5	100%	100%	96%	96%
Year 6	63%	100% +37%	71%	81%





<p>E.</p> <p>i. Improve attendance rates of attendance</p> <p>ii. Reduce the number of PA for PP children.</p> <p><b>In 2016/2017:</b></p> <ul style="list-style-type: none"> <li>• Whole School Attendance = 96%</li> <li>• Attendance for PP = 94%</li> <li>• Attendance for non-PP = 96%</li> <li>• PA (less than 90%) whole school = 9%</li> <li>• PA (less than 90%) for PP = 12%</li> <li>• PA (less than 90%) for non-PP = 3%</li> </ul>	<p>Attendance Manager employed within our school to monitor pupils and follow up quickly on absences:</p> <ul style="list-style-type: none"> <li>• New Attendance Policy (Nov 2017)</li> <li>• First day response provision.</li> <li>• Daily letters home for lateness</li> <li>• Letters sent home reporting attendance 'getting closer to PA' if attendance falls to 93%</li> <li>• Report cards with attendance registers sent home to all parents at the end of each term.</li> <li>• Targeted support to families who are heading to PA (below 93%)</li> <li>• EWO involvement and Attendance Panel at the Town Hall.</li> </ul>	<p>We cannot improve attainment for children if they are not actually attending school.</p> <p>Walsall Council provided a clear briefing for school leaders identify addressing attendance as a key step to improving attainment.</p> <p>We also see attendance as safeguarding issue - KCSIE Sept 2016.</p>	<p>Daily attendance sheets, for am/pm sessions displayed in school office.</p> <p>Attendance Officer will have dedicated time each day to carry out her attendance duties (equating to a full day per week).</p> <p>Half termly 'Attendance Meetings' with HT/Attendance Manager and Early Help Lead.</p>	<p>Attendance Officer</p> <p>HT</p> <p>Assessment Team</p> <p>Early Help Lead</p>	<p>Termly throughout 2017-2018</p> <p>See Attendance Meeting notes for discussions and action points.</p>
<b>Total budgeted cost</b>					£3,636
<b>REVIEWED SUMMER 2018:</b>					
<p><b>In 2017/2018:</b></p> <ul style="list-style-type: none"> <li>• Whole School Attendance = 96%</li> <li>• Attendance for PP = 93%</li> <li>• Attendance for non-PP = 97%</li> <li>• PA (less than 90%) whole school = 9%</li> <li>• PA (less than 90%) for PP = 14% reducing to 11% when looking at Year 1- 6 (not including Reception)</li> <li>• PA (less than 90%) for non-PP = 3%</li> </ul>					
<b>4. Additional detail</b>					
<p>Any additional Pupil Premium in 2017/2018 will be spent on our dedicated Care, Guidance and Support Lead who is in place to deliver:</p> <ul style="list-style-type: none"> <li>• Dedicated PSHE work for individuals and small groups</li> <li>• Bespoke packages of support for individuals and their families to remove barriers to learning.</li> </ul>					
<b>Total budgeted cost</b>					£10,000



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