

# Pupil premium strategy statement 2018



1. Summary information					
School	Wickham Church of England Primary School				
Academic Year	2018 <del>7</del> /198	Total PP budget	67 740	Date of most recent PP Review	July 2018
Total number of pupils	228	Number of pupils eligible for PP at census 2018	37 (22 SP)	Date for next internal review of this strategy	July 2019

2.	3. Current attainment <u>End of 2017/2018</u>		
	All Pupils eligible for PP (3537 pupils)	Pupils eligible for PP where this is the only barrier (1615)	Pupils not eligible for PP
% achieving ARE or above in reading, writing & maths	44%	56%	61%
% achieving ARE or above in Writing	58%	72%	82%
% achieving ARE or above in Reading	67%	91%	61%
% achieving ARE or above in Maths	56%	63%	78%
Average Scaled Score in Spelling, Punctuation and Grammar KS2	101.4	105	101.7
4.	5. Barriers to future attainment (for pupils eligible for PP)		
	In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Children eligible for pupil premium do not consistently make enough progress between KS1 and KS2 due to a weaker knowledge of reasoning in maths, poor range of vocabulary, a weaker application of spelling and lack of stamina in reading.		
B.	No child eligible for pupil premium achieved the greater depth standard for combined reading, writing and maths in 2018 <del>that</del> the end of Key Stage Two SATs  But, 2 PP pupils (Year 1 and a Year 4) did achieve combined Beyond at the end of year assessment		

C.	Targeted children across the school need to develop their emotional intelligence and resilience further in order to attain in line with their peers	
D.	Language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.	
E.	Some children eligible for pupil premium are also on the school SEND register (10 of 37 = 27%) which means they may face additional barriers such as poor working memory, dyslexia, dyspraxia and speech, language and communication difficulties which could potentially impact on progress and attainment, particularly in one subject area and therefore <u>affectingeffecting</u> the combined ARE results	
F.	Of the 28 PP pupils for 2018-2019 (Current YR to Y5), 13 have additional barriers such as SEN, CAF, EAL or are from an Ethnic Minority or are a Looked After Child	
G.	The cohort with the greatest concern is the current Year 4s. There are 7 PP pupils who have no other additional barriers but only 29% achieved combined ARE (2 of 7) and 57% (4 of 7) did not achieve ARE in either maths, reading or writing.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<del>GH.</del>	Persistent Absenteeism prevents a minority of pupils eligible for pupil premium making the progress they need to sustain high attainment due to the amount of schooling they miss.	
<del>I.H.</del>	Some home learning environments lack support for pupil's communication, Literacy and Maths skills.	
<b>6. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
A.	Improve rates of progress for children entitled to pupil premium funding so that they make at least expected progress	<p>Pupils eligible for PP make accelerated progress in reading, SPAG, writing and maths so that the average point progress score is higher than in previous years by the end of Year 6.</p> <p>Children entitled to pupil premium achieve the SMART targets set in Pupil Progress meetings so that rapid progress can be made to close the gap.</p> <hr style="border: 1px solid red;"/>

<p><b>B.</b></p>	<p>Secure higher rates of progress across KS2 for high attaining pupils eligible for PP so that children achieve age-related expectations with greater depth.</p> <p>Children who achieved 2B or higher, or ARE/ ARE+ at the end of KS1 in RWM achieve greater depth standard for combined reading, writing and maths.</p>	<p>Pupils eligible for PP identified as high attaining at the end of KS1 make as much progress as non-pupil premium pupils identified as high attaining, across Key Stage 2 in maths, reading and writing. This will be measured in Y3, Y4, Y5 and Y6 by teacher assessments, interim testing and successful moderation practices established across the Local Authority.</p> <p>Children entitled to Pupil Premium achieve the SMART targets set in Pupil Progress meetings so that rapid progress can be made to close the gap.</p>
<p><b>C.</b></p>	<p>Develop a growth mindset across the school so that children are better able to cope with the demands of the learning and as a result, make typical progress based on starting points</p>	<p>Children achieve the expected standard and where applicable, beyond the standard.</p>
<p><b>D.</b></p>	<p>Improve language skills for pupils eligible for PP in Early Years and maintain this across KS1 so that all children who achieve GLD in the Early Years go on to achieve age-related expectations in Years 1 and 2.</p>	<p>Pupils eligible for PP in Early Years make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations and this is sustained in Year 1 so that Literacy skills are fully embedded by the end of Year 2.</p>
<p><b>E.</b></p>	<p>Maintain the end of KS1 results so that they are in-line with or above national results.</p>	<p>Pupils eligible for PP will meet or exceed expected targets.</p>
<p><b>F.</b></p>	<p>Develop staff subject knowledge in addressing the needs of Pupil Premium children with SEND pupils so that their needs are better met and they make typical progress based on starting points.</p>	<p>Pupils who have SEND and are eligible for Pupil Premium are taught the skills to achieve despite their barriers and work is personalised to ensure that children make at least expected progress</p> <p>Pupils eligible for PP in Early Years make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations and this is sustained in Year 1 so that Literacy skills are fully embedded in Year 2.</p>
<p><b>G.</b></p>	<p>Increased attendance rates for pupils eligible for PP.</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP to 10% or below (Currently at 11.6%). Overall PP attendance improves from 95.13% to 96% in line with 'other' pupils.</p>
<p><b>H.</b></p>	<p>Parents of children who lack communication, Literacy and Maths support are targeted to attend workshops to help support them; children are given targeted through short term interventions in school to close gaps and achieve in line with their peers</p>	<p>Targeted pupils make expected progress based on starting points.</p>



7. Planned expenditure					
Academic year		2018/197/2018			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Ensure that children entitled to pupil premium funding make at least expected progress	<p>- <u>To improve results in reading and maths by embedding 'reading skills' and 'reasoning' lessons as part of the planning and everyday teaching of maths and English</u></p> <p>- <u>To embed the creative use of reading journals to record evidence of reading strategies and reading for pleasure.</u></p> <p>- <u>To embed the use of the 8 reading strategies, particularly supporting new staff.</u></p> <p>- <u>To develop the use of parallel texts in guided reading to encourage making connections, prediction and questioning.</u></p>	<p>Advice from HIAS (English and Maths advisors) on maximising progress.</p> <p>Evidence from last year and from other schools shows their reading results improved as a result of this approach.</p>	<p>Planning, teaching and book monitoring to ensure children are getting the right 'diet' of reading skills and reasoning skills and that this is backed up with evidence from statutory tests and 'test base' materials.</p> <p>Planning, teaching and book monitoring.</p> <p>Progress data will improve.</p> <p>Planning, teaching and book monitoring.</p> <p>Progress data will improve.</p>	<p>Year 5 and 6 teachers, English and Maths leaders.</p> <p>All year group teachers, English leader.</p> <p>All year group teachers, English leader.</p>	<p>Frequent monitoring and pupil progress meetings throughout the year.</p> <p>Frequent monitoring and pupil progress meetings throughout the year.</p> <p>Frequent monitoring and pupil progress meetings throughout the year.</p>
B. Secure higher rates of progress across KS2 for high attaining	<p>See strategies for A. and:</p> <p>Use of HLTA to plug gaps during sessions in Year 5 and 6.</p>	<p>With support of the teacher, targeted 1:1 and small group support from a trained member of</p>	<p>Organisation of the group should be personalised and focused on plugging specific gaps in learning.</p>	<p>HLTA and Year 5 and 6 teachers.</p>	<p>Monitored through pupil progress meetings.</p>

pupils eligible for PP.	Staff to attend training on securing progress and closing the gap, specifically in reading and maths	staff has positive impact on learning.  HIAS has a proven track record of providing high quality support and training to schools.	Check planning to ensure the strategies are being implemented and monitor through book scrutiny and lesson observations.	All staff, Maths and English managers.	Impact to be monitored during teacher meetings / key stage meetings.
C: Develop the understanding of positive learning behaviours within the school so that children are better able to cope with the demands of the learning and as a result, make typical progress based on starting points.	Lead workshops on the learning behaviours.  Foster skills of resilience and perseverance.  Ensure children are demonstrating positive learning behaviours in all areas of the curriculum.	See work of C.Dweck	Pupil voice – introduce and embed learning ambassadors to lead the workshop sessions.  Embed a programme of resilience through use of the ‘learning pit’ and reward perseverance and resilience.  Children to use the language of learning behaviours, challenging themselves and each other.	Whole school led by DHT	Impact through amount of work completed / stamina for learning in regular book looks (at least half termly).
D: To ensure language skills for pupils eligible for PP in Early Years and KS1 are transferred into their reading and writing.	Sheep Early Language Programme and ‘Time to Talk’ Programme for children in Reception.  To develop pupils’ spoken and receptive vocabulary through drama, collaborative learning and teacher modelling.  To use ‘Talk for Writing’ to encourage pupils to clearly articulate what they are going to say in their writing.  To ensure teachers model inference making by asking	Some of the pupils need targeted support to catch up. These programmes have been independently evaluated and shown to be effective in other schools and are recommended by the speech and language therapy team.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.  Planning includes opportunities for: <ul style="list-style-type: none"> <li>- Drama</li> <li>- Peer talking</li> <li>- Retelling stories</li> <li>- Emotional literacy/ describing feelings</li> <li>- Oral rehearsal</li> </ul>	Reception class teachers  English Leader to all staff	Termly progress reviews  By end of spring term 2017

	<p>relevant questions aloud and answering them themselves</p> <p>To deploy an ELKLAN trained LSA into Early Years to work daily with pupils already identified with SCL difficulties.</p>	<p>Early years admissions for 2018-2019 shows an above average number of pupils with speech and language difficulties (both professionally assessed and anecdotal) – staff understanding of speech and language needs is essential for accelerated progress of these pupils</p>	<ul style="list-style-type: none"> <li>- Performance</li> <li>- Hot seating</li> </ul> <p>Oral rehearsal of sentence ideas is evident in English lessons.</p> <p>During guided reading, teachers model inference explicitly when reading a text.</p> <p>Provide opportunities for observations by other LSAs and Teachers in order to broaden knowledge.</p> <p>Arrange additional training for another member of staff to be ELKLAN trained.</p> <p>Transition Partnership Agreements are set up and shared with all staff.</p> <p>Collaboration with Naomi Shorter (TOPPS advisor).</p>	<p>Inclusion Leader</p> <p>Inclusion Leader</p>	<p>By end of Autumn 2</p> <p>Booked by end of Summer 2 for start date in Spring 1. Reviewed beginning of Summer 1.</p>
<p>E: Improve the end of KS1 results so that they are in-line with or above national results</p>	<p>To become fluent in the fundamentals of mathematics.</p> <p>To reason mathematically to solve problems.</p> <p>To introduce the explicit teaching of spelling rules and patterns (x4 week).</p> <p>To ensure pupils apply spelling rules in writing through a</p>	<p>Dyscalculia is not as well understood and the strategies to assess and plan for pupils needs to be accessed by all staff.</p> <p>Adoption of ‘preparing to teach’ has been implemented by staff for one term but needs to be integral part of planning.</p> <p>Maths meetings to be held in addition to core learning to increase the amount of time maths is accessed.</p> <p>In the 2018 KS2 SPAG paper, it was the spelling – not the grammar paper – that affected the results.</p>	<p>Dyslexia &amp; dyscalculia training for all staff.</p> <p>The new planning format ‘preparing to teach’ to be embedded this academic year.</p> <p>Daily maths meetings to be timetabled.</p> <p>Weekly spelling sessions (investigations into principles) to be planned for explicitly.</p> <p>Spelling Bee competitions to be introduced half-termly.</p>	<p>Inclusion Leader.</p> <p>Maths leader.</p> <p>KS1 Leader.</p>	<p>End of Autumn 2.</p> <p>Ongoing in teacher maths meetings and SLT.</p> <p>End of Autumn 1.</p>

	<p>diagnostic teaching approach and the use of topic word mats that include words with these spellings.</p> <p>To develop pupils' use of sentence construction techniques through writing toolkits containing Alan Peat sentences, relevant to the year group.</p>				
<p>F: Develop staff subject knowledge in addressing the needs of SEND pupils so that their needs are better met and they make typical progress based on starting points.</p>	<p>Provide training for staff on best meeting children's needs.</p> <p>Make priority in pupil progress meetings.</p> <p>Embed in all lessons.</p>	<p>In years 1 / 2 and 3 / 4, an LSA has been specifically recruited to work with children with ILPs, entrance and exit data to be collected to assess impact.</p> <p>There are 5 new members of staff starting Sept 2018 and so new training is required – other staff have not had outside agencies training this academic year.</p>	<p>2 x LSAs recruited specifically to work with SEN pupils during core lessons.</p> <p>ILPS to be written and shared with support staff for greatest impact.</p> <p>Pupil progress notes to be shared with support staff.</p> <p>Training to be attended and staff to feedback on learning opportunities at staff meetings.</p> <p>Sharing good practice.</p>	<p>Head teacher / Inclusion Leader</p> <p>Class teachers</p> <p>Class teachers</p> <p>Class teachers</p>	<p>End of <u>Autumn 1</u></p> <p>At least half-termly</p> <p>Every 3 weeks</p> <p>Half-termly during phase moderation</p>
<p>G: Increased attendance rates for pupils eligible for PP.</p>	<p>Develop individual strategies, including to access the school bus service so that children can access school resources such as breakfast club and masterclass sessions for learning.</p>	<p>Children who arrive in time to school and have eaten are ready to learn as soon as school starts. Time is given to give quick 5 minute catch up sessions in English and Maths for targeted children.</p>	<p>Ensure the wide awake club is available to all and that the buses are managed smoothly.</p>	<p>DHT</p>	<p>Review is ongoing and poor attenders are followed up daily.</p>
<p>H: Parents of children who lack communication, Literacy and Maths support are targeted to</p>	<p>Provide workshops in school to support phonics, reading at home and maths at home.</p>	<p>Research shows that lack of parental engagement has a detrimental impact on learning.</p>	<p>Ensure regular workshops at different times and in different places (Knowle) take place and a register of parents is taken.</p>	<p>EYFS/KS1 team</p>	<p>Structure the workshops throughout the year.</p> <p>Monitor and follow up the outcomes.</p>



attend workshops to help support them and children are given targeted support in school so that they are able to have experiences they may not get at home and achieve in line with their peers.	Provide resources in terms of books and 'maths games' from the library.  Provide learning opportunities in KS1 to parents.		Ensure volunteers to the school are targeted to work with those children where parental engagement remains difficult.	Ks1 team and Learning mentor  EYFS / KS1 team	EYFS and KS1 to use <a href="#">hommehome</a> school diaries to monitor impact.
<b>Total budgeted cost</b>					£49,500
<b>ii. Targeted support</b>					
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 and B: Ensure the gap is closed at the end of KS2.	Targeted intervention support in reading using the 'Reading Intervention Programme'.  Staff to organise 'masterclasses' for Year 5 and 6 learners at the start and end of school day to address gaps in learning.	The programme is accredited with a wealth of evidence demonstrating its success and is recommended by the county inspection team. 1:1 support, summer schools and before and after school groups have impact according to the Sutton Trust, but with a higher cost attached than other approaches – however, carefully personalising the support outweighs the cost.	Organise timetable so this is an additional programme to the high-quality teaching taking place in the classroom. It will be delivered by one of the year 6 teachers so that the skills can be embedded.  Ensure the time is carefully considered and focuses securely on plugging gaps in learning.	Year 6 teachers  Year 5 and 6 teachers	After first 3 weeks for impact in class and then 3 weekly after that. This is a 20 session programme that is 'bookended' with reading ages / reading profile.  Impact on pupil progress monitored every 5 weeks.

D:	Use of SIDNEY programme to assist with Literacy.  ELKLAN trained member of staff to deliver language programme.	Pupils, who at the end of Year R are identified as 'at risk' of dyslexia, are targeted to take part in this programme to further assist their Literacy skills to ensure they have the skills to access the curriculum in Years 1 and 2.  Research suggests that personalised teaching and learning has high gains in pupil progress (Sutton trust/EEF toolkit).	The EYFS LSA trained in SIDNEY will deliver the programme in the afternoons after October half term.  Speech and language therapists to review and support to start after October half term.	EYFS LSA monitored by RW  LSAs / AP	Monitored by IL at various points through the programme.  Monitored by SLT (own assessments) and IL based on progress made in reading and writing.
F: Develop staff subject knowledge in addressing the needs of SEND pupils so that their needs are better met and they make at least expected progress.	Train LSAs in specific skills e.g. SaLT.  Staff training on ILP target writing and the plan/do/review cycle.	Staff accountability for progress of SEN pupils and the rigour of the plan/do/review cycle ensures that support children receives has impact.	Ensure the training provided is acted upon and there is impact on specific children.		AP to monitor through programme monitoring and start and end assessment.
G: Increased attendance rates for pupils eligible for PP.	Use of learning mentor to 'catch up' persistent absentees.	Children can miss significant work and in order to stop those aspects becoming gaps in learning, plugging them as soon as they are missed is more beneficial.	Learning mentor to closely monitor absence and liaise with class teachers on the best catch up programme.	Learning Mentor	AP & MW to monitor through fortnightly pastoral support meetings.
H: Children and parents are given targeted support in	Target specific parents on visits and outings and support their discussions with their children about these topics.		Target specific parents to invite them to these workshops and use the school learning mentor to follow up.	EYFS lead & Inclusion Leader	End of Autumn 2.

communication, Literacy and Maths at home_	Target specific parents to provide additional resources for English and Maths at home_				
<b>Total budgeted cost</b>					£22 240
<b>iii. Other approaches</b>					
<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>
<b>Total budgeted cost</b>					

8. Review of expenditure				
Previous Academic Year		2017/18		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on	Lessons learned (and whether you will continue with this approach)	Cost
A. Ensure the gap is closed at the end of KS2.	<ul style="list-style-type: none"> <li>-Improve results in reading and maths by embedding 'reading skills' and 'reasoning' lessons as part of the planning and everyday teaching of maths and English</li> <li>-Introduce the use of 'whole text' guided reading sessions to ensure children are immersed in rich texts that are pitched at age-related expectations</li> <li>-Introduce the idea of meta-cognition to make links between ideas in maths</li> </ul>	Of the 9 PP pupils in Year, 8 achieved ARE in reading; 6 in maths; and 8 in writing (1 pupil was absent from the test). PP pupils performed better than non-PP pupils.	<p>The approaches to teaching and learning ensured that rapid progress was made. The school highlights progress as an issue and recognises there is still work to be done in maths especially and will form part of the school improvement plan.</p> <p>The other approaches will continue.</p>	
B. Improve language skills for pupils eligible for PP in Reception class and maintain this across KS1	<p>1:1 and small group provision of Black Sheep Early Language Programme and 'Time to Talk' Programme for children in Reception.</p> <p>Staff CPD on children with language difficulties (ELKLAN)</p>	<p>GLD overall was lower for the second consecutive year (by 1%). Literacy is 70%, however maths is 87%.</p> <p>Figures for Pupil</p>	See English improvement plan and Early Years action plan.	
C. Secure higher rates of progress across KS2 for high attaining pupils eligible for PP.	<p>See strategies for A. and:</p> <p>Use of HLTA to plug gaps during afternoon sessions in Year 5 and 6</p> <p>Staff to attend training on securing progress and closing the gap, specifically in reading and maths</p>	<p>Of pupils with PP (no additional barriers) GDS achieved with 2 children in writing, 2 in reading and 3 in maths.</p> <p>Only 1 pupil achieved GDS combined (a</p>	Embed the reasoning strategies in maths – see maths action plan.	

<p>D. Develop emotional intelligence and resilience skills within the curriculum.</p>	<p>Invite CAMHS for a 'fit fest' and Wessex trust's life bus- to ensure children understand the importance of emotional and physical well-being.</p> <p>Targeted support of the school's learning mentor in Years 5 and 6.</p> <p>Invite children with poor punctuality and attendance to 'wide awake club'.</p> <p>Train play leaders to provide positive lunchtimes to learners.</p> <p>Embed Learning Behaviours through Learning Ambassadors – next year to be open to any pupil not just two per class.</p>	<p>The start and end evaluation of the 'fit fest' was positive – there was some impact on their learning.</p> <p>The role of the learning mentor had varying success for 4 of the children (targeted support) entitled to PP. 2 of the children achieved greater depth in writing and reading.</p> <p>Punctuality in Year 6 for pupils entitled to</p>	<p>The course, as it is only one day would be relevant again this year.</p> <p>Continue to provide universal support in the morning sessions and targeted support in the afternoon.</p> <p>Continue 'wide awake' club and booster lessons. Embed play leaders at lunchtime.</p>	
<p>E. Develop staff subject knowledge in addressing the needs of SEND pupils so that their needs are better met and they make at least expected progress.</p>	<p>Provide CPD to all staff on SLT, memory and retention, dyslexia and dyspraxia so that learning is personalised and children make progress.</p>	<p>SEND + Pupil Premium results are not strong.</p> <p>New SEN procedures including graduated response forms for class, ILPs and concerns sheets have been implemented. Support staff and teaching staff are to be given time to</p>	<p>Embed a tracking system for children with SEND to ensure that children make at least expected progress.</p> <p>Ensure LSA deployment of NM and JW is effective and has impact on SEN group.</p>	

<p><u>F.</u> Increased attendance rates for pupils eligible for PP.</p>	<p>Develop individual strategies, including to access the school bus service so that children can access school resources such as breakfast club and masterclass sessions for learning.</p>	<p>DATA</p>	<p>Continue using Learning Mentor to monitor attendance and scoop pupils.</p> <p>Attendance Reward cards to be given to persistent absentees.</p>	
<p><u>G.</u> Children with family members in the armed forces settle into school quickly</p>	<p>Implement a 'camouflage club' that pupils in service families can attend to make cards, write letters to their loved ones who are away.</p>	<p>Camouflage club has not been well attended this year as many children see this as taking away from their 'play time'.</p>	<p>Camouflage Club to be remodelled to give it more kudos and to have a learning through play outcome.</p>	
<p><u>H.</u> Children and parents are given targeted support in communication, Literacy and Maths at home</p>	<p>Provide workshops in school to support phonics, reading at home and maths at home.</p> <p>Provide resources in terms of books and 'maths games' from the library.</p> <p>Provide learning opportunities in KS1 to parents.</p>	<p>Phonics workshop – positive feedback from parents;</p> <p>Reading evening – positive feedback from parents;</p> <p>Topic mornings - positive feedback from parents.</p>	<p>Ensure these workshops continue next year.</p>	
<p>ii. Targeted support</p>				
<p><b>Desired Outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p>A. Ensure the gap is closed at the end of KS2</p>	<p>Targeted intervention support in reading using the 'Reading Intervention Programme'</p> <p>Staff to organise 'masterclasses' for Year 5 and 6 learners at the start and end of school day to address gaps in learning.</p>	<p>The gap was closed – see above.</p>	<p>Continue with 'masterclasses' / 'scoop groups' so that no child is left behind.</p>	
<p>B. Improve language skills for pupils eligible for PP in Reception class and maintain this across KS1.</p>	<p>Use of SIDNEY programme to assist with Literacy.</p>	<p>SIDNEY improved the outcomes for a minority of pupils.</p>		
<p>C. Secure higher rates of progress across KS2 for high attaining pupils eligible for PP.</p>	<p>See A:</p>	<p>Not met – only 1 pupil GDS combined.</p>	<p>Approach Waterstones / Library to develop reading opportunities and a love of reading.</p> <p>Where possible ensure PP pupils become Learning Ambassadors to further encourage positive learning behaviours.</p>	

<p>D. Develop emotional intelligence and resilience skills within the curriculum.</p>	<p>Identify a targeted behaviour intervention for identified students.</p> <p>Use primary behaviour support to engage with parents before intervention begins.</p> <p>Develop restorative approaches and focus on positive behaviours.</p> <p>Learning Ambassadors selected and met with SLT to develop learning behaviours throughout the school.</p> <p>Resect Cards designed for challenging pupils to focus their learning behaviours on a specific target.</p> <p>EP booked for half a day in May 2018. Shared ideas for challenging class of Y3/4.</p>	<p>Weekly focus through SLT worship has brought the language of ambition, <del>resiliene</del>resilience, growth mindset, independence and risk-taking to the fore of children's minds.</p>	<p>Learning Ambassadors to be continued in 2018/19 but allow all pupils the opportunity to become one.</p> <p>For 2018-19 these behaviours to be embedded into behaviour policy through the use of trees in each classroom.</p> <p>Ensure language of learning behaviours is shared with parents (class worships, topic mornings, homework etc.)</p>	
<p>E. Develop staff subject knowledge in addressing the needs of SEND pupils so that their needs are better met and they make at least expected progress.</p>	<p>Train LSAs in specific skills e.g. SLT.</p> <p>Teaching staff trained in new system of SEN identification and ILP writing through plan do review.</p> <p>New system shared with support staff.</p>	<p>LSA training in letters and sounds completed.</p> <p>Completed from Feb half-term to end of academic review.</p> <p>Weekly through support staff</p>	<p>Support staff meetings need to become more about CPD than information sharing. Once every half term the support staff meeting will be a 45 minute session to carry out staff training.</p>	
<p>F. Increased attendance rates for pupils eligible for PP.</p>	<p>Use of learning mentor to 'catch up' persistent absentees.</p> <p>Inclusion Leader to meet every 3 weeks with the Learning Mentor to share concerns.</p>	<p>Staff also to be aware of pupils who are persistently late or have lengthy absences and plan accordingly.</p>	<p>Ensure the learning mentors time is used for this role. The school has employed new support staff to fulfil the roles of 1:1 in order to make available the Learning Mentor.</p> <p>Daily AfL and annotated planning to provide evidence for how pupils will be supported if any school is missed.</p>	



<p><u>G.</u> Children with family members in the armed forces settle into school quickly</p>	<p>Provide specific ELSA support for children who are finding having an absent parent difficult. Camouflage Club run to provide a support network.</p>	<p>Service children have settled well and feedback from parents is positive.</p>	<p>Camouflage Club is successful with younger pupils or those who need particular emotional support but its membership is not consistent as the children have settled and want to be with other children.</p> <p>A longer session less regularly would give scope to exploring the Services more in-depth, with external visits or visitors.</p> <p>A weekly time would still be available for a drop-in sessions.</p>	
<p><u>H.</u> Children and parents are given targeted support in communication, Literacy and Maths at home.</p>	<p>Target specific parents on visits and outings and support their discussions with their children about these <u>topics</u>.</p> <p>Target specific parents to provide additional resources for English and Maths at home.</p> <p>Early years visits in the first week of term make initial contact.</p>		<p>Need to target parents more effectively – possibly workshops in Knowle/ online platforms.</p>	
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

**f. Additional detail**

School Improvement Priorities

