

Pupil premium strategy statement

| 1. Summary information | | | | | |
|------------------------|---------------------------------------|----------------------------------|----|--|----------|
| School | St Faith & St Martin CE Junior School | | | | |
| Academic Year | 2019-20 | £76,560 | | Date of most recent PP Review | Oct 2019 |
| Total number of pupils | 274 | Number of pupils eligible for PP | 63 | Date for next internal review of this strategy | Oct 2020 |

| 2. | 3. Current attainment | |
|--|---|--|
| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving standard in reading, writing and maths | 83% | 65% |
| % achieving standard in reading | 83% | 73% |
| % achieving standard in writing | 92% | 78% |
| % achieving standard in maths | 83% | 79% |

| Desired outcomes | | |
|------------------|---|--|
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Disadvantaged pupils make as much progress as other pupils within the school. | Children make at least 5pt progress throughout the academic year in reading, writing and maths Children in year 6 reach their end of KS2 scaled score and make as much progress as their peers. |
| B. | Disadvantaged children's attainment at both the expected and greater depth standard is in line with their peers | The % of pupil premium children reaching the expected and greater depth standard is in line with their peers in reading, writing and maths The % of disadvantaged pupils in Year 6 reaching the expected and greater depth standard is in line with their peers. |
| C. | Targeted intervention across all year groups in maths to improve attainment of PP pupils | Children who access targeted intervention make accelerated progress in maths to improve their attainment and narrow the gap with their peers, making at least 6 points progress in a year. Children in year 6 accessing intervention reach the expected standard Higher attaining PP children accessing intervention reach the greater depth standard. |
| D. | Targeted reading intervention across all year groups to improve attainment of PP children | Children who access targeted intervention make accelerated progress in reading to improve their attainment and narrow the gap with their peers, making at least 6 points progress. Year 3 children who entered school below the expected year 2 standard make accelerated progress to narrow the gap with their peers. Children in year 6 accessing intervention reach the expected standard |

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| E. | Disadvantaged pupils have access to high quality pastoral support when needed. | Disadvantaged children are accessing the support on offer and being offered timely intervention through identification of need by CT. Support proven to be effective through pre and post assessments for each support group. |
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1. Planned expenditure

Academic year

2019-20

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? |
|---|--|--|--|---|---|
| To continue to close the gap with peers so PP children are making at least expected progress and attaining as well as their peers in reading. | <ul style="list-style-type: none"> Teachers aware of data for all pupil premium children in class. Class teachers to plan support and intervention for PP children not making progress or reaching the expected standard during lessons including extra guided reading sessions with CT. Vocabulary focus through 'Word of the Day' Identified Year 3 children to have phonics intervention led by designated trained TAs Bug club reading scheme. Year 3 children on PK levels who cannot access the bug club reading scheme, have tailored daily reading scheme based on YR and Yr1 cracking comprehension to accelerate their progress in reading Daily reading of class novel PP children to be heard read as a priority in school. Audit of reading books for children who are PK and order extra books to support reading for these children. | <ul style="list-style-type: none"> Quality first teaching by a teacher is the best way to support children to progress. EEF research has shown that intervention is most effective when conducted by a class teacher or a TA under close supervision by CT. Research has shown that PP children often do not have the vocabulary of their peers. Reading to children and questioning them helps them to develop their vocabulary and comprehension skills. The reading scheme has been successful within school for several years in supporting children's reading progress. 1:1 structured phonics programme using jolly phonics scheme to ensure systematic phonics is taught and phonics screen conducted to ensure each child begins at the right starting point. 1:1 as research shows this leads to most progress. 2019 Statistics show that nationally only 23% of children who didn't reach expected phonic standard at end of Year 2 met end of KS2 reading standard and so we need to focus on these children and their phonic and reading journey. | <ul style="list-style-type: none"> Staff meeting where PP children and their attainment is highlighted to staff. Staff to create action plans to target PP children who are falling behind. PP champion to identify children for phonics intervention across school and timetable intervention Phonics screen conducted on all children in need of phonics intervention to determine correct starting point and prior knowledge All TAs involved in delivery of phonics intervention trained by SENCo PP champion to monitor support and intervention for PP children through lesson observations and learning walks. Data analysis of all PP children by PP champion to identify next steps for individuals. | DHT CTs Intervention TAs | December 2019 February 2020 June 2020 |
| To continue to close the gap with peers so PP children are making at | <ul style="list-style-type: none"> Teachers aware of data for all pupil premium children in class. | <ul style="list-style-type: none"> Success at arithmetic programmes have been proven to accelerate progress by up to 12 months | <ul style="list-style-type: none"> Staff meeting where PP children and their attainment is highlighted to staff. | DHT CTs Maths Lead | December 2019 February 2020 June 2020 |

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| <p>least expected progress and attaining as well as their peers in maths.</p> | <ul style="list-style-type: none"> • Class teachers to plan support and intervention for PP children not making progress or reaching the expected standard during lessons. • Training by Maths lead on effectively scaffolding learning to improve independence for low attainers. • Pupils identified as not reaching the expected standard to complete 'Success at Arithmetic- number sense or calculation' intervention. • Year 6 pupils identified for 1:1 support. • Year 6 greater depth standard intervention run by CTs from January for any PP children who are falling behind | <ul style="list-style-type: none"> • Children who completed the programme in the last academiv year made accelerated progress • CPD to upskill staff is vital in introducing a new intervention program. • Year 6 1:1 support delivered by DHT as part of role of PP champion as research shows that intervention by teachers is more effective • Close monitoring of all pupil premium children's data to ensure they are picked up if they start to fall behind including those who should be reaching greater depth standard. EEF research shows good monitoring of pupils and timely intervention have a positive effect on progress. | <ul style="list-style-type: none"> • CPD by maths lead to support class teachers on effectively supporting children in maths. • CPD for TAs running maths intervention • PP champion to monitor support and intervention for PP children through lesson observations and learning walks. • Termly data analysis | | |
| <p>Children who are not currently at ARE to have support to accelerate progress so they are attaining as well as their peers.</p> | <ul style="list-style-type: none"> • Class teachers aware of data for pupil premium children and who is not on track within their classes. • Identified children targeted for extra support by CT and also intervention within class. • Children falling behind in maths part of whole school maths intervention plan. | <ul style="list-style-type: none"> • Tracking of pupils is essential to ensure timely intervention is put into place. • Targeted quality first teaching vital to ensure progress of learners. • Well-planned, teacher led intervention delivered by TAs has been shown to have a positive effect on progress. | <ul style="list-style-type: none"> • Termly data analysis • PP champion monitoring provision in classes and interventions. • Analysis of progress by children accessing interventions. • Pupil specific conversations with PP champion on provision for key children. | <p>DHT CTs Intervention TAs</p> | <p>December 2019 February 2020 June 2020</p> |
| <p>Children who should be reaching greater depth standard have support to accelerate their progress so they are attaining as well as their greater depth peers.</p> | <ul style="list-style-type: none"> • Class teachers aware of data for pupil premium children and who is not on track within their classes. • Identified children targeted for extra support by CT and also intervention within class. • Year 6 greater depth intervention groups in maths and reading to accelerate progress led by CTs | <ul style="list-style-type: none"> • Tracking of pupils is essential to ensure timely intervention is put into place. • Targeted quality first teaching vital to ensure progress of learners. • Well-planned, teacher led intervention has been shown to have a positive effect on progress. | <ul style="list-style-type: none"> • Termly data analysis • PP champion monitoring provision in classes and interventions. • Analysis of progress by children accessing interventions. • Pupil specific conversations with PP champion on provision for key children | <p>DHT CTs Intervention TAs</p> | <p>December 2019 February 2020 June 2020</p> |
| Total budgeted cost | | | | | |

| ii. Targeted support | | | | | |
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| 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? |
| Continued improved attainment and progress for all PP children in maths | <p>DHT to plan appropriate intervention to meet the needs of children identified for intervention in maths.</p> <p>TAs to be trained in Success at Arithmetic interventions to deliver across the school to pupils falling behind.</p> <p>1:1 interventions for children who are not at ARE but do not meet the criteria for Success at Arithmetic interventions</p> <p>In Year 6 from January, intervention to be led by a qualified teacher.</p> <p>In year 6 greater depth intervention to ensure these children are not falling behind, led by a CT.</p> | <p>We want to provide additional high-quality intervention as we have high aspirations for all our children including PP to achieve to the highest level possible.</p> <p>Success at Arithmetic has been proven to accelerate progress by up to 12 months.</p> <p>Evidence from EEF toolkit suggests that the smaller the group for intervention the more impact and groups will be kept to 4 maximum. Other intervention will be carried out 1:1 or 1:2 to ensure a tailored approach</p> <p>Evidence suggests that intervention carried out by a teacher has a higher rate of success.</p> | <p>Pre and Post unit assessments</p> <p>Lesson observations of intervention by DHT.</p> <p>Work scrutiny of intervention work.</p> <p>Pupil interviews</p> <p>Termly Assessment Data Analysis of PP children</p> | DHT Maths Lead Intervention TAs | December 2019 February 2020 June 2020 |

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| Continued improved attainment and progress for all PP children in reading. | <p>DHT to plan appropriate intervention to meet the needs of children identified for intervention in phonics and reading.</p> <p>TAs to be trained in the systematic phonics intervention programme from Jolly Phonics.</p> <p>All children below KS1 phonics standard phonics screened and individual tailored programme using 1:1 phonics intervention.</p> <p>PK children have a tailored guided reading approach to support their reading journey.</p> <p>In year 6 reading intervention groups led by qualified teacher from January including a greater depth</p> | <p>We want to provide additional high-quality intervention as we have high aspirations for all our children including PP to achieve to the highest level possible.</p> <p>Jolly phonics intervention is an accredited scheme and has been proven to accelerate progress</p> <p>Evidence from EEF toolkit suggests that the smaller the group for intervention the more impact and groups will be kept to 4 maximum. Other intervention will be carried out 1:1 or 1:2 to ensure a tailored approach</p> <p>Evidence suggests that intervention carried out by a teacher or a well-supported and trained TA has a higher rate of success.</p> | <p>Pre and Post unit assessments Lesson observations of intervention by DHT. Work scrutiny of intervention work. Pupil interviews Termly Assessment Data Analysis of PP children</p> | <p>DHT SENCo Intervention TAs</p> | <p>December 2019 February 2020 June 2020</p> |
| To continue with pastoral support for PP children to ensure well-being and a positive outlook on themselves and learning | <p>Dedicated TA who is trained in pastoral support.</p> <p>Training opportunities for dedicated TA provided to upskill in approaches to well-being, counselling and emotional literacy.,</p> | <p>As a school we want to support the whole child, as well as striving for academic excellence. Children with good emotional literacy who feel positive about themselves and their learning are better placed to continue to learn and make good progress.</p> <p>In the last academic year it was accessed by 34% of pupil premium children at some point during the academic year and helped to keep children on track with their academic learning</p> | <p>Pre and post unit assessments on key objectives. Pupil interviews and questionnaires Analysis of pupil pre- and –post assessment to see the impact of the intervention. Termly Assessment Data Analysis of PP children</p> | <p>Class teachers/ Pastoral Support Lead</p> | <p>December 2019 February 2020 June 2020</p> |
| Total budgeted cost | | | | | |
| iii. Other approaches | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Continued improvement of attendance by pupil accessing premium pupils funding | Analysis of attendance data for pupil premium children | We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. | DHT will monitor individual and group attendance of pupil premium pupils. | DHT/HT/attendance officer/CT as parents evening | December 2019 February 2020 June 2020 |

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| | <p>Highlight attendance to parents at parent-meetings and discuss importance of being in school.</p> <p>Devise appropriate solutions to support families of persistent offenders to help get children into school.</p> | <p>EEF released research in 2018-19 on effective strategies for engaging parents which we will utilise to improve parental engagement.</p> | <p>DHT/HT will contact parents of children who are classed as persistently absent.</p> <p>DHT, school attendance officer head etc. will collaborate to ensure new provision and standard school processes work smoothly together.</p> | | |
| <p>To ensure children have the same opportunities as their peers to promote their strengths, talents and well-being.</p> | <p>Residential trips will be subsidised to ensure children do not miss out.</p> <p>Children will be encouraged to join clubs which follow their interests</p> <p>PE kits provided for any children without them</p> <p>Children able to attend breakfast club for free.</p> <p>On an individual case by case basis - free places to Saints after school club for families in need.</p> | <p>Ensuring that these children have access to the same opportunities as their peers and are encouraged to use their talents to ensure high aspirations for all.</p> | <p>Office staff make parents aware of the subsidy for school residential trips.</p> <p>DHT ensure there is enough kit in school for PP children who struggle to bring a kit.</p> <p>Children encouraged by CTs to sign up to clubs they are interested in or talented in.</p> | <p>Office Staff/DHT/CTs</p> | <p>December 2019 February 2020 June 2020</p> |
| Total budgeted cost | | | | | |
| | | | | | |

2. Review of expenditure

Previous Academic Year

2018/19 (£66,000)

i. Quality of teaching for all

| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost | | | | | | | | | | | | | | | |
|---|---|--|--|------|-------|-------|-----|----------|-----|-----|-----|-----|--------|-----|-----|----|----|--|--|
| <p>Improve attainment of pupil premium children in line with peers.</p> | <p>Termly data analysis of every PP pupil</p> <p>All staff aware of PP children and class plans in place to support attainment and progress</p> <p>Whole school strategic intervention planning in maths and reading including small group and 1:1</p> <p>New maths intervention & trained TAs</p> <p>Focus on vocabulary in reading inc. word of the day</p> <p>Year 3 phonics</p> <p>Pastoral support</p> | <p><u>Year 6 End of KS2 data PP</u></p> <table border="1" data-bbox="689 454 1167 614"> <thead> <tr> <th></th> <th>READ</th> <th>WRITE</th> <th>MATHS</th> <th>RWM</th> </tr> </thead> <tbody> <tr> <td>Expected</td> <td>83%</td> <td>92%</td> <td>83%</td> <td>83%</td> </tr> <tr> <td>GDepth</td> <td>25%</td> <td>33%</td> <td>8%</td> <td>0%</td> </tr> </tbody> </table> <p>Y6 PP children achieved above the national average for all pupils in RWM combined (+18%), R(+10%), W (+14%), and M (+4%) at the expected standard.</p> <p>In GD standard – they exceeded the national average for all pupils in writing (+13%) and were broadly in line for reading (-2%). Maths is the area we need to focus on for GD pupils going forward.</p> <p>The average scaled scores for PP children were:</p> <ul style="list-style-type: none"> - Grammar – 106.9 - Reading – 106.8 - Maths – 103.5 <p>All pupil premium children improved their scaled scores. On average the scaled score for PP children increased by 11 points in maths and 9 points in reading from the first assessment point in Year 6 in October 2018 to SATs in May 2019.</p> <p>In reading and maths the two children who did not reach expected standard both had SEND need and both made substantial improvements on their scaled scores during Year 6.</p> <p><u>Year 6 PP results compared to peers</u></p> <p>The PP children attained well compared to their peers as well:</p> | | READ | WRITE | MATHS | RWM | Expected | 83% | 92% | 83% | 83% | GDepth | 25% | 33% | 8% | 0% | <p>Year 6 intervention for expected standard for PP children worked well with 6/7 PP children involved in intervention meeting the expected standard in reading and maths and the average scaled scores for these children was 102.</p> <p>1:1 intervention worked very well in maths with the child increasing her scaled score from 88 in Oct 2018 to 102 in May 2019. We will look to try and use 1:1 intervention more because of the impact it had.</p> <p>Next year we are looking to further support HAP Pupil premium children in maths to ensure they are fulfilling their maximum potential in all subjects as a smaller % reached greater depth in maths than reading and writing this year.</p> <p>Focus on vocabulary in guided reading, reading intervention and word of the day has had a positive impact on children's development of vocabulary. A skills based approach to supporting reading in guided reading and intervention in Year 6 has also has an impact in developing comprehension skills. These are strategies we will continue as we move forward because of the positive impact they have had on reading</p> | |
| | READ | WRITE | MATHS | RWM | | | | | | | | | | | | | | | |
| Expected | 83% | 92% | 83% | 83% | | | | | | | | | | | | | | | |
| GDepth | 25% | 33% | 8% | 0% | | | | | | | | | | | | | | | |

| EXS | All chn | PP |
|----------------|----------------|-----------|
| Reading | 86% | 83% |
| Writing | 94% | 92% |
| Maths | 90% | 83% |

Year 3, 4 & 5

Additional 'July 2019 closing the gap' data analysis documents.

Headlines

Yr3 – their average attainment is broadly in line with their peers across all subjects and (+0.1 in maths & -0.3 in reading)

Yr 4 – closing the gap with their peers in attainment in writing, maths and GPS. Reading needs to be the focus for this year group as they move to Yr5

Yr5 – Their attainment is above their peers in reading, writing, maths and GPS.

Children across Yr3-5 are closing the gap in attainment with their peers which shows that the focussed approach to monitoring these children in class and through strategic targeted intervention is working and an approach we will continue into the next academic year.

| <p>Improve progress of pupil premium pupils in reading and maths across the school</p> | <p>Termly data analysis of every PP pupil</p> <p>All staff aware of PP children and class plans in place to support attainment and progress</p> <p>Whole school strategic intervention planning in maths and reading including small group and 1:1</p> <p>New maths intervention & trained TAs</p> <p>Focus on vocabulary in reading inc. word of the day</p> <p>Year 3 phonics</p> <p>Pastoral support</p> | <table border="1" data-bbox="689 98 1182 244"> <thead> <tr> <th>Reading</th> <th>All pupils</th> <th>Pupil Premium</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Yr3</td> <td>6.4</td> <td>6.2</td> <td>-0.2</td> </tr> <tr> <td>Yr4</td> <td>5.5</td> <td>5.4</td> <td>-0.1</td> </tr> <tr> <td>Yr5</td> <td>5.0</td> <td>4.5</td> <td>-0.5</td> </tr> </tbody> </table> <p>All pupils including PP children made above the expected 5pts progress in year 3 and 4 and progress was virtually in line with their peers. In year 5 progress was slower for all pupils including PP and this is a cohort to focus on in the next academic year in reading.</p> <table border="1" data-bbox="689 496 1182 641"> <thead> <tr> <th>Maths</th> <th>All pupils</th> <th>Pupil Premium</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Yr3</td> <td>6.0</td> <td>5.7</td> <td>-0.3</td> </tr> <tr> <td>Yr4</td> <td>6.1</td> <td>6.0</td> <td>-0.1</td> </tr> <tr> <td>Yr5</td> <td>4.9</td> <td>4.9</td> <td>=</td> </tr> </tbody> </table> <p>In all year groups the PP children have broadly made the same level of progress as their peers in maths.</p> <p><u>Average progress by PP children involved in intervention groups</u></p> <table border="1" data-bbox="689 863 1223 951"> <thead> <tr> <th></th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>6.4</td> <td>6.4</td> <td>5</td> </tr> <tr> <td>Reading</td> <td>7</td> <td>-</td> <td>-</td> </tr> </tbody> </table> <p>PP children involved in intervention have made good progress exceeding the 5pts expected and 6pts accelerated aimed for. In year 5 they have made expected progress and so next year we look to accelerate this progress.</p> | Reading | All pupils | Pupil Premium | Difference | Yr3 | 6.4 | 6.2 | -0.2 | Yr4 | 5.5 | 5.4 | -0.1 | Yr5 | 5.0 | 4.5 | -0.5 | Maths | All pupils | Pupil Premium | Difference | Yr3 | 6.0 | 5.7 | -0.3 | Yr4 | 6.1 | 6.0 | -0.1 | Yr5 | 4.9 | 4.9 | = | | Year 3 | Year 4 | Year 5 | Maths | 6.4 | 6.4 | 5 | Reading | 7 | - | - | <p>Maths</p> <p>The introduction of power maths and scaffolds to support LAP has helped to develop consistency and support in lessons for this group of pupils leading to disadvantage pupils progressing well compared to ARE (5pts) and their peers.</p> <p>TAs have been trained in 'Success at Arithmetic' 'number sense' and it has had an impact on progress with PP pupils within the intervention groups therefore we will continue this.</p> <p>In Year 5 the intervention ensured PP children completing the intervention made at least the 5pts expected progress, however, in the next academic year we will look to refresh training for the TAs involved and closely monitor the intervention to ensure that we are getting maximum impact from the intervention and aim for at least 6pts progress for PP children completing it.</p> <p>Reading</p> <p>In year 3 phonics intervention has had a large impact and so we will look to continue this into the next academic year and also to extend this provision with a trained TA dedicated to working on phonics. We are also looking into a more structured 1:1 programme using the jolly phonics intervention.</p> | |
|--|---|---|--|--------------------|---------------|------------|-----|-----|-----|------|-----|-----|-----|------|-----|-----|-----|------|-------|------------|---------------|------------|-----|-----|-----|------|-----|-----|-----|------|-----|-----|-----|---|--|--------|--------|--------|-------|-----|-----|---|---------|---|---|---|---|--|
| Reading | All pupils | Pupil Premium | Difference | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yr3 | 6.4 | 6.2 | -0.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yr4 | 5.5 | 5.4 | -0.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yr5 | 5.0 | 4.5 | -0.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths | All pupils | Pupil Premium | Difference | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yr3 | 6.0 | 5.7 | -0.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yr4 | 6.1 | 6.0 | -0.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yr5 | 4.9 | 4.9 | = | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Year 3 | Year 4 | Year 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths | 6.4 | 6.4 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 7 | - | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>ii. Targeted support</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Desired outcome</p> | <p>Chosen action/approach</p> | <p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p> | <p>Lessons learned (and whether you will continue with this approach)</p> | <p>Cost</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Improved attainment and progress for PP children in reading, writing and maths | See above | See above | See above. | |
| Pastoral support for PP children to ensure well-being and a positive outlook on themselves and learning | | <p>34% of Pupil Premium children accessed this support throughout the academic year either for one off sessions or for a programme of support.</p> <p>This support has impacted results. For example, one child in Year 6 who was struggling emotionally with low self-esteem and a negative attitude to work, managed to engage more positively – especially with maths and reached the expected standard across all subjects and greater depth in reading.</p> <p>The support has also ensured PP children with complex emotion, social and behavioural needs across the school have been able to access their learning within the classroom environment more successfully and positively which otherwise they would have struggled to do. This has been through sessions outside the classroom but also tailored 1:1 support within the classroom when needed.</p> <p>Children who access this provision talk very positively about how it helps them cope with situations they face both in and out of school.</p> | <p>This continues to be a valuable addition to the support offered by school and an area we are looking to continue to develop in the next academic year.</p> <p>Children's emotional well-being has been improved as well as behaviour for learning with pupils across the school.</p> | |
| iii. Other approaches | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |

| | | | | |
|--|--|--|--|--|
| <p>Improvement of attendance by pupil accessing premium pupils funding</p> | <p>Monitoring of attendance.</p> <p>Attendance trophies Attendance certificates.</p> <p>Following up with parents of persistent absentees.</p> <p>Personalised approach and plans for persistent absentees through meeting with a member of SLT.</p> | <p>Our aim was an average of 96%.</p> <p>Attendance across the school for pupil premium pupils in this academic year:</p> <p>Attendance Sept 2018-July 2019 = 96.08%</p> <p>This continues a 3-year upward trend in attendance of pupil premium children.</p> <p>Sept 16-July17 = 94.96% Sept 17- July 18 = 95.97% Sept 18 – July 19 = 96.08%</p> | <p>Strategies are having a positive effect on attendance of our PP children.</p> <p>We need to continue to monitor attendance regularly and engage with parents as quickly as possible (through our attendance officer, class teachers, DHT and HT where necessary) to try and work together to continue to improve attendance of all PP children.</p> | |
|--|--|--|--|--|

3. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.s fsm.co.uk