

Pupil premium strategy statement Bishop Bronescombe 2016-2017 IMPACT

1. Summary information for 2016-2017					
School	Bishop Bronescombe School				
Academic Year	2016/2017	Total PP budget	£96,849.67	Date of most recent PP Review	
Total number of pupils	313	Number of pupils eligible for PP	93	Date for next internal review of this strategy	May 2017
2. Current attainment at the start of Academic year 2016-2017					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving expected standard +			44%	60%	
Average progress score in reading			-1.34	0.9	
Average progress score in writing			-1.3	0.13	
Average progress score in maths			-2.65	-0.23	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	Pupils deemed to be disadvantaged in Reading, Writing and Maths are not ALL achieving age related expectations of attainment in ALL year groups nor are they making as much progress as non-disadvantaged				
B.	Social, emotional and behavioural difficulties affecting wellbeing and progress/ weaknesses in learning behaviours.				
C.	Specific / individual needs of individuals. (Young Carers, SEN, Armed Forces children)				
D.	Absence and lateness				

E.	Pupils with higher abilities/G&T do not have access to enrichment opportunities	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Some home learning environments lack support, especially in readiness for school. Poor language/vocabulary is hindering age related expectations.	
G.	Some families in need of specific /individual support with parenting skills etc.	
H.	Disengagement- Lack of parental expectations, engagement and commitment	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Reduce the attainment gap of pupils deemed to be disadvantaged in Reading, Writing and Maths.	Pupils eligible for PP make more progress than 'other' pupils' to reduce the attainment gap. Measured termly by teacher assessments and progress reviewed with targeted actions.
B.	Social, emotional and behavioural needs are identified and actioned to best support outcomes of children.	<ul style="list-style-type: none"> *Children making expected or better progress, closing the gap and promoting self-esteem and motivation. *More resilient learners are able to challenge and overcome barriers to learning. *Incidents of behaviour are reduced. *Increased engagement and participation in class. *Improved relationships with peers.
C.	Children with specific or individual needs are supported effectively.	<ul style="list-style-type: none"> *Children making expected or better progress. Closing the gap and promoting self-esteem and motivation. *Early intervention provides appropriate support. *Whole school 'Thrive' approach is promoted and best supports the needs of individuals with specific barriers.
D.	Attendance of small core of persistent PP absentee rises.	<ul style="list-style-type: none"> *Attendance figures will be in line with the rest of the cohort. *Pupils attend school and access teaching, resulting in expected standards by the end of the year and making progress in line or better than non-disadvantaged pupils.

E.	All HAPs/G&T PP children to maintain their projected academic pathway.	<p>*Increased opportunities for PP to reach greater depth.</p> <p>*Identified children will be able to embed their reasoning and explanations across all subjects.</p> <p>Reduce the attainment gap between pupils eligible for PP identified as high ability and other pupils identified as high ability who are working at greater depth by the end of KS2. Measured termly by teacher assessments and progress reviewed with targeted actions.</p>
F.	Relevant intervention and support is provided to support children's academic, social, emotional and behavioural well-being.	<p>*Identified parents attend relevant meetings (Parent consultations/RWI meetings/SATs/School trip meetings/TACs, etc)</p> <p>*Families are appropriately supported by school staff/external agencies and progress is made towards all targets set</p> <p>*Food bank/holiday clubs for identified families are accessible for those requiring support during school holidays.</p>
G	Parents / families in need of extra support are identified and their parenting capacity is strengthened	<p>PSA</p> <p>Parenting workshops</p> <p>Family learning</p>
H	Reading comprehension/fluency improved as pupils are exposed to reading more frequently.	*Increasing numbers of PP children reaching expected standards by the end of the year and making average points progress in reading.

5. Planned expenditure					
Academic year	2016-17				
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?

<p>A. Reduce the attainment gap of pupils deemed to be disadvantaged in Reading, Writing and Maths.</p>	<p>1.PP children to be a focus for regular pupil conferencing with teacher.</p> <p>2.PP children to be a focus on monitoring visits.</p> <p>3.PP children are named on planning so all adults know who they are and can target appropriately in lessons.</p> <p>4.Embed Talk for Writing and Investigative maths to promote effective talk in order that speaking and listening and reasoning skills are developed (areas in which disadvantaged pupils can struggle due to poor oracy)</p>	<p>More PP pupils are not achieving age related expectations of attainment when compared with 'other' pupils. We want to ensure that all PP pupils achieve age related expectation of attainment by the end of KS2. We want to use our expertise within school to improve teacher practices to provide stretch and encouragement for these pupils.</p>	<p>Regular monitoring of classroom practice, work and planning scrutiny.</p> <p>Focus on PP pupils in termly Pupil Progress Meetings</p> <p>Pupil Premium Review</p>	<p>DC TP CC</p>	<p>May 2017</p>
---	---	--	--	-------------------------	-----------------

IMPACT

- A. 1. Regular pupil conferencing was targeted at individuals to specifically support and advance children’s misconceptions and further their learning, as well as personalised targets.
- A. 2. Through rigorous monitoring with SIP PP children were seen to be accessing all areas of learning and their needs were established and well supported. It was notable that the emotional and behavioural needs of children were particularly well supported through investment of school staff and external agencies.
- A. 3. All adults in the classroom were aware of PP children as they are named on planning. This enabled teachers and support staff to provide extra attention and targeting to the named children. Pupils felt well supported and felt confident in their learning.
- A. 4. Through the use of Talk for Writing and Investigative Maths teachers and support staff were able to enhance language skills, expression and reasoning. This had an impact on the way that children used questioning throughout all areas of the curriculum and therefore improved the quality of their responses and written outcomes.

All of the above is supported by the progress made by PP students as follows:

- In Y1 the progress of PP students was in line with non-PP students across all three areas.
- The progress of PP students in Y2 writing and maths exceeded that of non-PP students.
- In Y4 progress is in line with and above in Maths for PP students compare to non-PP.
- In Y6 PP progress is in line with that on non-PP students.
- KS1 attainment for PP students is expected.

FUTURE

- a. Pupil premium pupils to be a focus of keep up pupil conferencing in maths on a regular basis to ensure reasoning skills developed and deeper understanding is assured
- b. PP pupils remain a focus during external and internal monitoring as well as pupil progress meetings to ensure attainment gap closes
- c. PP pupils to receive targeted interventions for core subjects

<p>B. Social, emotional and behavioural needs are identified and action planned to</p>	<p>1.Deployment of relevant PSA support.</p>	<p>Thrive action plans and support has demonstrated that improving social and emotional delays or interruptions leads to academic progress.</p>	<p>Monitor whole class Thrive action plans Evaluate action planning and progress made towards targets.</p>	<p>TP, KR, DC Class Teachers</p>	<p>Ongoing</p>
--	--	---	---	--	----------------

best support outcomes of children.	2. Whole school Thrive approach embedded x3 assigned practitioners. 3. Thrive training for all teachers and TAs to embed approach		Consider feedback from teachers Tracking academic progress of children- Consider more frequent data drops for PP children. Monitor in line with attendance and projected points progress.	DC & Class Teachers SLT	Termly Annually
<p>IMPACT</p> <p>B. 1. Identified families have accessed support for their individual circumstances and received intensive, targeted intervention. Referrals to external agencies for specialist support have further enhanced progress made and positive outcomes for families. See case study attached.</p> <p>2. Thrive practitioners were able to identify individuals and their barriers to learning and create specific actions plans to support their needs. The number of action plans completed has increased greatly, allowing more pupil's access to a Thrive practitioner.</p> <p>3. All staff are secure in the Thrive approach and children are responding by engaging in learning as confident children who are ready to learn. Children's social and emotional needs are targeted and supported (as per their individual plan) and acknowledgement of life events are accounted for.</p>					<p>FUTURE</p> <p>a. Role of PSA to continue.</p> <p>b. Thrive practitioners given ½ a day out of the classroom and allocated time after school to feedback to teachers.</p> <p>c. Continuation of Thrive and training for new members of staff.</p>
D Attendance of small core of persistent absentee PP rises.	1. Weekly attendance for each class published in newsletter	Increased punctuality and attendance promotes better learning outcomes and a more positive attitude towards learning.	Termly meetings with EWO. School secretary to daily monitor attendance and summarise attendance half termly.	DC/TP PK	Ongoing Half termly

	2.Attendance awards issued each term	Parents have renewed understanding of the importance of attendance and work with school to break down individual needs.	SLT members to challenge target families Governors to receive a termly summary	SLT	Half termly Termly
<p>IMPACT</p> <ol style="list-style-type: none"> 1. Increased communication with parents and raised the profile of attendance and its impact on effective learning. The reporting of 'lates' is also communicated with parents via the newsletter. 2. Children are competitive amongst classes and are aware of their class percentage attendance. They strive to achieve the reward for the highest attendance. (Both class and individual attendance) 					<p>FUTURE</p> <ol style="list-style-type: none"> a. Weekly reports to be shared with SLT re. attendance and punctuality. b. PSA to provide personalised support to families struggling with attendance issues. c. Continue current approach in line with school policy and EWO termly visits.
E. All HAPs/G&T PP children to maintain their projected academic pathway.	<ol style="list-style-type: none"> 1.Identification of chn and appropriate extension tasks identified on planning 2.Daily opportunities provided as Maths Masters/Star writers 3.Provide 'aspirational' 	<p>Extension work needed as coverage for greater depth- providing daily opportunities for children to reach their full potential across the curriculum.</p> <p>This promotes and encourages children to develop problem solving and reasoning skills.</p>	<p>Tracking academic progress of identified children- Regular data drops for PP children.</p> <p>Planning/work scrutinies.</p> <p>Pupil conferencing and lesson observations.</p>	SB Class Teachers	Termly Half termly Termly

	opportunities for students	Vital in promoting children to 'aim high' and encourage individuals to reach their full potential.	Monitor number of opportunities provided for pupils	Teaching staff & SLT	
<p>IMPACT</p> <ol style="list-style-type: none"> HAPs children identified on planning which allowed adults to target and extend children throughout the lesson. Children are provided with an activity beyond 'Jet Setters' which allows them to extend their learning further. These pupils are used as maths masters and star writers. The use of these terms has improved self-esteem and aspirations of pupils in the classroom. Children are more confident in using expressive language and have improved their methodical thinking when explaining to others. Through attending sessions at Penrice Secondary School pupils have high expectations of themselves as learners and accessed challenging material to further their learning. Opportunities to those excelling outside of academic subjects were given in way of the attendance of aspirational sports personalities. This enabled children to appreciate the dedication needed to achieve their status, but also that individuals can achieve their full potential in a number of ways. 					<p>FUTURE</p> <ol style="list-style-type: none"> HAPs pupil premium children to be targeted for regular pupil conferencing in Maths Opportunities for G&T events to be explored. Maintain links with secondary schools

ii. Targeted support					
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. Reduce the attainment gap of pupils deemed to be disadvantaged in	1. PP children to be identified for intervention. 2. Interventions provided at least 4 x weekly to tackle	More PP pupils are not achieving age related expectations of attainment when compared with 'other' pupils. We want to ensure that all PP pupils achieve age related expectation of attainment by the end of KS2. We want to use our expertise within school to improve	Focus on PP pupils in termly Pupil Progress Meetings – planned interventions resulting from data analysis Pupil Premium Review	DC TP CC	May 2017

Reading, Writing and Maths.	underachievement in Reading, Writing or Maths	teacher practices to provide stretch and encouragement for these pupils. Targeted intervention on a needs basis will support children in plugging gaps in skills and knowledge.			
<p>IMPACT</p> <p>1. 2. Children identified worked within a small group to have access to pre-teaching or extension activities. As a result of these interventions the following occurred:</p> <ul style="list-style-type: none"> • In Y1 the progress of PP students was in line with non-PP students across all three areas. • The progress of PP students in Y2 writing and maths exceeded that of non-PP students. • In Y4 progress is in line with and above in Maths for PP students compare to non-PP. • In Y6 PP progress is in line with that on non-PP students. • KS1 attainment for PP students is expected with the exception of Y2 writing. • Attainment in Y1 writing is greater in PP children than in non-PP children. • PP children in Y6 writing are in line with their peers. 					<p>FUTURE</p> <p>a. To continue to close the gap in attainment for all PP children with a targeted approach.</p> <p>b. To continue to identify specific interventions to best support positive outcomes and progress for individuals and identified groups.</p>

<p>B. Social, emotional and behavioural needs are identified and action planned to best support outcomes of children.</p>	<p>1.Action planning with appropriate internal/external agencies.</p> <p>2.Deployment of relevant PSA support.</p> <p>3.Whole school Thrive approach embedded x3 assigned practitioners allows for more 1:1 intervention work</p> <p>4.Use of hardship funds for trips/clubs/breakfast and after school club.</p>	<p>Multiple barriers faced by children and families are supported and addressed by school-external agency partnership, allowing children to better access the curriculum.</p> <p>Thrive action plans and support has demonstrated that improving social and emotional delays or interruptions leads to academic progress.</p> <p>Assistance with fees helps to enrich pupils' curriculum coverage and removes potential cost barriers. School club support ensures improved attendance, punctuality, and aids social development, supporting families dealing with financial/emotional difficulties.</p>	<p>Monitor individual Thrive action plans and outcomes</p> <p>Evaluate action planning and progress made towards targets.</p> <p>Consider feedback from teachers</p> <p>Tracking academic progress of children- Consider more frequent data drops for PP children.</p> <p>Monitor in line with attendance and projected points progress.</p> <p>Review PSA involvement and impact</p>	<p>TP, KR, DC Class Teachers</p> <p>DC & Class Teachers</p> <p>SI T</p>	<p>Ongoing</p> <p>Termly</p> <p>Annually</p>
---	---	--	---	---	--

IMPACT

1. Thrive has been endorsed throughout the school and children are benefiting from emotional support to best access learning. We continue to work with professionals supporting individuals on the ASD pathway and those with other additional needs. For additional information see F.
2. Identified families have accessed support for their individual circumstances and received intensive, targeted intervention. Referrals to external agencies for specialist support have further enhanced progress made and positive outcomes for families. See case study and summary below in point F.
3. Thrive practitioners were able to identify individuals and their barriers to learning and create specific actions plans to support their needs. The number of action plans completed has increased greatly, allowing more pupil's access to a Thrive practitioner. All staff are secure in the Thrive approach and children are responding by engaging in learning as confident children who are ready to learn. Children's social and emotional needs are targeted and supported (as per their individual plan) and acknowledgement of life events are accounted for.
4. This has allowed children full access to the curriculum and exposure to experiences, supporting their educational and emotional well-being. Children were able to gain new life experiences that impacted positively on their self-esteem, self-image and their ability to work as part of a team.

FUTURE

- a. Continue with PSA support as successful
- b. Ensure Headstart mental health training attended and implemented in school
- c. Ensure Pupil Premium pupils are targeted in BLP research projects
- d. Thrive support to be maintained. Practitioners to support teachers and TAs in implementation

C Children with specific or individual needs are supported effectively.

1. Individuals have access to a 1:1 TA
2. TA booster sessions and small group support identified to promote ARE outcomes in R/W/M and RWI.
3. Draw and Talk accessed to support identified needs

Current support provided is proving to best support chn to overcome barriers to learning and make academic, social and emotional progress. Progress being made towards projected expectations of children.

Children continue to develop self-identity and increase self-esteem, enabling them to access learning more readily.

Tracking academic progress of children- More regular data drops for PP children.

Interventions are evaluated for effectiveness and used to track expected progress for individuals

SLT

Class Teachers

Termly

Half termly

			Effective monitoring of the intervention, involving Ed Psych.		X 3 monthly
<p>IMPACT</p> <ol style="list-style-type: none"> Children are readily able to access learning with the support that has been given. Trusting relationships have been built and strategies to best support the individuals needs have been employed. Pupils have benefited from the confidence gained from this support; they are more willing to accept challenge and in time work with more independence. The use of this has helped support the progress outlined in point A1. Interventions have helped to secure a 100% pass rate in Y2 retakes for the Phonics Screening Test and a consistent pass rate for those tested in Y1. This has provided pupils with a forum to share their anxieties and concerns relating to their personal lives. This child-led approach has enabled individuals to express the support they need in school and at home. Personalised intervention has been provided as a result thus enabling children and their families to make progress towards identified objectives. 					<p>FUTURE</p> <ol style="list-style-type: none"> Pupil premium underachieving children to be targeted for regular pupil conferencing in Maths Named intervention TAs to be timetabled at least 3 afternoons per week to deliver targeted interventions. Intervention teacher to be contracted to work 4 mornings per week.
D Attendance of small core of persistent absentee PP rises.	<ol style="list-style-type: none"> Regular EWO referrals with SLT PSA/SLT support given to help overcome barriers 	<p>Increased punctuality and attendance promotes better learning outcomes and a more positive attitude towards learning.</p> <p>Parents have renewed understanding of the importance of attendance and work with school to break down individual needs.</p>	<p>Termly meetings with EWO.</p> <p>School secretary to daily monitor attendance and summarise attendance half termly.</p> <p>SLT members to challenge target families</p> <p>Governors to receive a termly summary?</p>	<p>DC/TP</p> <p>PK</p> <p>SLT</p>	<p>Ongoing</p> <p>Half termly</p> <p>Half termly</p>

					Termly
<p>IMPACT</p> <ol style="list-style-type: none"> Two families were referred to the EWO and their attendance improved as a result. The EWO is used to discuss the circumstances of families and how we at school can best support positive attendance. Contact has been made with families to personalise a package of support to overcome barriers to good attendance and punctuality. By doing so, early support packages have been put in place to help with wider issues and concerns and parental engagement has also improved as a result. 					<p>FUTURE:</p> <ol style="list-style-type: none"> Earlier identification with EWO Launch attendance incentives across the school
E. All HAPs/G&T PP children to maintain their projected academic pathway.	<ol style="list-style-type: none"> 1. Identification of children as being likely to achieve Greater Depth 2. Intervention 4 x weekly in year 6. 3. Provide 'aspirational' opportunities for students 	<p>Extension work needed as coverage for greater depth- providing daily opportunities for children to reach their full potential across the curriculum.</p> <p>This promotes and encourages children to develop problem solving and reasoning skills.</p> <p>Vital in promoting children to 'aim high' and encourage individuals to reach their full potential.</p>	<p>Tracking academic progress of identified children- Regular data drops for PP children.</p> <p>Planning/work scrutinies.</p> <p>Pupil conferencing and lesson observations.</p> <p>Monitor number of opportunities provided for pupils – Pupil feedback</p>	<p>SB</p> <p>Class Teachers</p> <p>Teaching staff & SLT</p>	<p>Termly</p> <p>Half termly</p> <p>Termly</p>
<p>IMPACT</p> <ol style="list-style-type: none"> Strategies identified at pupil progress meetings allowed children to be appropriately challenged through the use of extension activities, personalised tasks and opportunities to access alternative provision. % of PP pupils achieving Expected Standard and Greater Depth is: 					<p>FUTURE</p> <ol style="list-style-type: none"> HAPS pupils to be targeted in Reading and English lessons

Pupil Premium Attainment 2016-17

Year group	Reading Ex+	Reading GD	Writing Ex+	Writing GD	Maths Ex+	Maths GD
1	77.7%	0%	33.3%	0%	55.5%	0%
2	62.5%	0%	50%	0%	50%	0%
3	25%	0%	0%	0%	12.5%	0%
4	47%	0%	35.3%	0%	41.2%	5.9%
5	60%	0%	53.4%	6.7%	53.3%	6.7%
6	78%	0%	78%	0%	67%	11%

2. Through attending sessions at Penrice Secondary School pupils have high expectations of themselves as learners and accessed challenging material to further their learning.
 Opportunities to those excelling outside of academic subjects were given in way of the attendance of aspirational sports personalities. This enabled children to appreciate the dedication needed to achieve their status, but also that individuals can achieve their full potential in a number of ways.

and to be targeted for regular pupil conferencing in Maths
 b. Opportunities for G&T events to be explored.
 c. Maintain links with secondary schools
 d. Intervention teacher to be contracted to work 4 mornings per week.

F. Relevant intervention is provided to support children's social, emotional and behavioural well-being.	1. Staff trained in Early Help services 2. Early Help identified and promoted from entry level and above 3. Relevant agency details promoted and	Dreadnought and Clear Counselling has proven to support children in overcoming personal barriers and promotes strategies for use in the future. Evidence from previous case studies of Early Support has prevented problems in adolescence	Opportunities to evaluate the sessions using pupil voice. Where relevant, professional and parent feedback. Monitoring progress points previously actioned.	DC/TP/KR	Annually Ongoing and as needed
--	--	---	--	----------	---------------------------------------

	<p>referrals made, including MARU</p> <p>4. Inclusion of the 'Thrive Approach' and an associated lunch time nurture group with allocated Thrive practitioner</p>	<p>We have made historic progress in using these services to promote parents' capabilities, positive parenting and enhance relationships within families.</p> <p>Increased parental engagement in school.</p> <p>Positive relationships established and maintained with families.</p> <p>Endorses social behaviours and provides a forum for children to discuss current anxieties.</p>	<p>Continue to information share with staff in weekly meetings</p>		<p>Termly</p>
<p>IMPACT</p> <ol style="list-style-type: none"> 1. The profile of 'Early Help' is heightened, recognised and accessed by adults and pupils and, thus, gaining the support and expertise needed to best support BB families. Staff have been confident in referring to appropriate agencies and gaining immediate support for children and their parents. 2. This has helped to support more than 10 families' access to Early Help services and improve their individual circumstances. Parents report that they feel well supported and recognise that an identified adult is accessible for support and signposting. As a result of the support, children are more readily able to access learning through decreased anxiety and improved self-esteem. 3. 2 families are currently supported by Social Care; a package of support has been established, in conjunction with school staff, to support positive outcomes. Teachers are well educated about the role of the PSA and know when and how to refer families need support and signposting. 4. Please see Thrive information outlined above. Those children unable to successfully integrate at playtimes have sought support and emotional guidance through this service. Children have then shown the ability to engaged successfully with their peers in a nurturing environment which encourages positive social interactions in a smaller, controlled group. 					<p>FUTURE:</p> <p>a. Embed current approach and continue to raise the profile/ awareness of EHS to new parents</p>
<p>H. Reading comprehension/fluency improved as pupils</p>	<p>1. Project X CODE- accelerated reading</p>	<p>Evidence based project, showing that children from disadvantaged backgrounds and low-attaining pupils</p>	<p>Tracking academic progress of children- More regular data drops for PP children.</p>	<p>CC</p>	<p>Half termly</p>

<p>are exposed to reading more frequently.</p>	<p>scheme for identified pupils from Y2-4.</p> <p>2.Focused guided reading, daily.</p> <p>3.Provide additional reading opportunities.</p> <p>4.Personal invites/sessions to meetings, such as RWI/SATs info sharing.</p>	<p>make the biggest gains from this scheme.</p> <p>Historically, this has helped to promote comprehension skills, inference and deduction.</p> <p>Proven to enhance fluency in reading and comprehension skills/ to promote a love of reading.</p> <p>Such meetings requested by parents/regular feedback from them has outlined that they know how to best support their child through attending such events.</p>	<p>Effective monitoring of reading interventions. Class teacher to evaluate the impact.</p> <p>Half-termly assessment evaluations.</p> <p>Monitor engagement in these sessions- send personal invites to disengaged families.</p>	<p>CTs TAs</p> <p>CTs TAs</p> <p>TP JD SB</p>	<p>Half termly</p> <p>Ongoing</p>
<p>IMPACT</p> <p>1. Pupil conferencing with the children involved with the Project X highlighted how the scheme had promoted a love of reading. They were enthusiastic about their reading sessions and would often ask their class teacher when their next session would be. The pupils average points progress was 3.5 (Spring 1-Summer 2). See table below.</p>					<p>FUTURE</p> <p>a. Project X interventions to continue</p> <p>b. Reciprocal Reading to be implemented into Guided Reading and pupil premium children targeted to develop articulatory</p>

Year Group	Average point score Spring 1- Summer 2 (Should be 3 points)
1	3.3
2	2.9
3	3.3
4	2.8
5	3.1
6	2.8

in answering HOT questions.

2 .Increased parental engagement and support has been established and is now active. This has helped to support the consistency of the approaches used, especially with parents supporting early reading with reception pupils.

Total budgeted cost £96,849.67

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?

<p>Parents / families in need of extra support are identified and their parenting capacity is strengthened</p>	<p>1.PSA direct support for children and families</p> <p>2.PSA referrals to parenting workshops</p> <p>3.Family Learning</p>	<p>We have made historic progress in using these services to promote parents' capabilities, positive parenting and enhance relationships within families.</p> <p>Increased parental engagement in school.</p> <p>Positive relationships established and maintained with families.</p> <p>Parent confidence in supporting social, emotional behaviour impacts on resilience of child and subsequent academic progress.</p> <p>Parents who feel more confident in supporting children in reading and writing are more likely to impact on children's progress.</p>	<p>Parent feedback</p> <p>PSA report</p>	<p>TP</p>	<p>Termly</p>
<p>IMPACT</p> <ol style="list-style-type: none"> Various interventions have been given through this outlet, ranging from positive parenting sessions to 1:1 sessions with individual children. Collaboration with the SENCo and Class Teachers has helped to 'add to the picture' in these cases, ensuring positive outcomes for those affected. By supporting children and their families with a tailored package to meet their needs, immediate, and longer term benefits, have been recorded and are outlined in the table at the end of this document. Parents have been able to re-establish positive relationships with their children/ gain strategies to support chn with ASD/ADHD tendencies. Children have been better supported at home and links with parents have increased parental engagement in school. Not yet fulfilled 					<p>FUTURE:</p> <ol style="list-style-type: none"> Establish Family Learning across the school, starting with early support in reception/Y1. Establish social media page for

	communications with parents?
Total expenditure cost	£96,849.67

6. Additional detail
Our Pupil Premium policy can be seen on: http://www.bishopbronescombe.co.uk/web/pupil_premium/223712

Type of issue	Number of families	Early Help Hub Referrals	Other Referrals	Outside Agencies Involved
Behaviour at home	12	Family Support x 2	SEBS x 1	Early Help Hub
Behaviour at school	10	Parenting Programme x 1	OT (Sensory) x 1	Parenting Programmes
SEN	8			ASDAT
Physical / medical	4	School Nurse x 1	Clear counselling x 1	CAMHS

Emotional distress (child)	21			Primary Mental Health Team
Emotional distress (parent)	8			Action for Children
Domestic violence	2			Physical Disability Advisory Team
Attendance / disaffection	4			SEBS
				Educational Psychologist
Family relationships / dynamics	11			School Nurse
Bereavement / serious illness	6			Paediatrician
Deprivation	2			Physiotherapists
Bullying	4			Occupational Therapists
Self esteem	8			Hearing Support Team
				CLEAR counselling
				Young Carers Cornwall
				Family Plus Team
				Dreadnought

				EWO Susie Project Penhaligan's Friends Sleep Success Forest School
Sleep	3			
Child's relationship with teacher	6			