

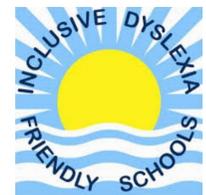
Pensans CP School: Pupil Premium Strategy Statement 2019 - 2020



Truro and Penwith
Academy Trust



TRAUMA
INFORMED **UK**
SCHOOLS



Principles

We ensure that teaching and learning opportunities meet the needs of all of the pupils

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged

Pupil premium funding will be allocated following a needs analysis (including work on adverse childhood experiences [aces]) which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

CONTEXTUAL STATEMENT

Based on the 2015 Index of Multiple Deprivation (IMD):

**85% of pupils on roll in the school live in the most deprived 0-30% of LSOAs in England
(53% live in the 0-10% category).**

Pensans Primary School is receiving the 11th highest amount of deprivation funding in Cornwall this academic year and it has the 4th highest percentage (45.8%) of children entitled to the PPG in a mainstream school.

1. Summary Information

School	Pensans CP School				
Academic Year	2019/2020	Total PP Budget	£151,800	Date of most recent PP internal review	15th July 2019
Total number of pupils (exc. nur.)	261 (251 census)	Number of pupils eligible for PP	124 (115 census)	Date for next internal review of this strategy	1st July 2020

2. Current Attainment (at end of Key Stage 2)

	Pupils eligible for PP - school	Pupils not eligible for PP - school	Pupils eligible for PP - national	All Pupils - school	All Pupils - national
% achieving expected level or above in reading, writing & maths (exp + progress across KS 2)	28% (%)	88% (%)		55% (%)	65%
% achieving expected level or above in Reading (exp + progress across KS 2)	52% (%)	88% (%)		64% (%)	73%
% achieving expected level or above in Writing (exp + progress across KS 2)	52% (%)	100% (%)		71% (%)	78%
% achieving expected level or above in Maths (exp + progress across KS 2)	56% (%)	94% (%)		69% (%)	79%
% achieving expected level or above in SPAG	48%	82%		60%	78%

3. Barriers to future attainment (for pupils eligible for PP including high ability) In-school barriers (issues to be addressed in school)

A	Oral language skills & language development in Early Years are lower for pupils eligible for PP than for other pupils. This slows reading/writing progress in subsequent years.
----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

B	At the end of Key Stage 2, higher attaining pupils do not make as much progress as their lower attaining peers.
C	Emotional and social issues for a significant proportion of pupils (mostly eligible for PP) are having detrimental effects on their academic progress.
D	School attainment at the end of KS2 indicates a gap between PP girls and not PP girls in Key Stage 2 in Maths.
E	Spelling across the whole school.

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

F	Some families and pupils (mostly eligible for PP) would benefit greatly from additional support and nurture and thereby improve overall engagement with school. About a third of all pupils have had adverse childhood experiences (ACE) - which has resulted in Social Care/Early Help involvement to some degree.
G	Low attendance is an issue for some of the more vulnerable families.
H	Pupils not attaining in line with national expectations in Reading.
I	Children (mostly eligible for PP) would benefit from access to the creative arts to enhance attainment and progress.

4. Outcomes

	Desired Outcomes and how they will be measured	Success criteria
A	Improve oral language skills for pupils eligible for PP in Reception, Key Stage 1.	Pupils eligible for PP in Reception and KS1 classes make rapid progress by the end of the year so that the % of pupils eligible for PP meeting age related expectations equals or exceeds that of non-PP pupils.
B	Higher rates of Pupil Premium pupils achieving greater depth in attainment in all subjects.	Pupil Premium pupils will achieve greater depth in line with All.

C	Emotional issues of pupils attending TIS UK sessions addressed.	Fewer crisis or anxiety fuelled incidents recorded for these pupils on the school system. Increased percentages of strands on individual TIS profiles.
D	Higher rates of progress and attainment in KS 2 Reading and Maths for Pupil premium girls.	Pupil/staff/parents conferencing will indicate that PP girls are more engaged and enthusiastic about their learning. Pupil progress meetings will identify improvements in performance of PP girls.
E	The attainment of spelling will be raised and there will be consistent use of correct spelling in writing, including greater depth.	More children will be able to spell high-frequency and common exception words accurately which will be highlighted in half-termly moderation. PP pupils will be in line with All at the end of KS2 in SPAG.
F	Pupil premium children will come into school more calmly and with less anxiety as the school is working more effectively with these families as a unit.	Incidents of pupils arriving in school in an anxious state decreases. Conversations in TIS UK sessions and pupil conferencing will reveal less anxiety around out of school situations as coping strategies are applied.
G	Children entitled to Pupil Premium will improve their attendance in line with their peers.	Attendance rates will be above 96% for the vast majority of pupils.
H	The attainment of reading will be raised and there will be consistent use of Accelerated Reader across the school to closely track children's attainment and progress in reading to achieve greater depth.	More children will be able to read at their expected and exceeding age and will boost a passion in reading across the school. Teachers and SLT will be able to track clearly each pupil to ensure they are on track. PP pupils will be in line with All at the end of KS2 in Reading.

I	For all Pupil Premium children to access the curriculum holistically and creatively.	More children will be able to access the creative arts to support them with their learning and wellbeing.
---	--------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------

5. Planned expenditure

Academic Year 2019/2020

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	Costing / When will you review implementation?
-----------------	--------------------------	-----------------------------------------------------	---------------------------------------------	------------	------------------------------------------------

A, B, D,E, H & I	Rigorous review of curriculum content and planning to ensure it is engaging and challenging. Activities related to this need to be suitable to the needs of the pupils.	A downward trend in Reading and writing have led to a change in the whole school approach to reading through Accelerated Reader and exposing children to more writing opportunities as highlighted during internal moderation in both KS1 and KS2.	<p>Dyslexia Interventions.</p> <p>Staff to scrutinise their subject area in each of the Key stage planning and SLT to review updated plans to ensure clear, challenging coverage in all areas.</p> <p>Purchase of curriculum materials as necessary + INSET to ensure their full use, including TT Rockstars and Spelling Shed.</p> <p>Ed Transform working on leadership roles and quests with Angela Armytage Sept 2019</p> <p>Accelerated Reader continuation.</p>	<p>Maths Leaders and SLT.</p> <p>Dyslexia champion.</p> <p>Literacy Lead.</p> <p>Library lead</p> <p>Dyslexia support service.</p> <p>Curriculum Lead.</p>	<p>£9990</p> <p>£2,000 (Ed Transform)</p> <p>£800 (Bands)</p> <p>£2000 (INSETs)</p> <p>£2,000 (TT Rock Stars)</p> <p>£980 (Spelling Shed)</p> <p>£ 2,210 Accelerated Reader Package</p>
------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>A and D</p>	<p>Weekly pupil conferencing with Learning Journals (metacognition) – develop more effective strategies for the giving and receiving of feedback in order to develop improved response. Specific targeted next steps for individuals to empower their learning.</p> <p>All teachers to update targets and complete pupil conferencing in which ever form.</p>	<p>A downward trend in Reading and writing have lead to a change in the whole school approach to reading through Accelerated Reader and exposing children to more writing opportunities as highlighted at moderation in both KS1 and KS2.</p>	<p>Setting challenge based learning to apply skills in real life situations.</p> <p>Continue Mastery of Maths staff meetings to refresh key areas and ensure these are being implemented still.</p> <p>Key staff to share learning more widely in schools through staff training sessions. (Maths,Literacy,SEND and EYFS TPAT hub groups)</p> <p>Continue to monitor to ensure that in any given lesson, the children should be able to talk about what they are learning and how it fits in with their learning journey.</p> <p>Implementing jobs to encourage independent writing opportunities.</p> <p>Head to visit Denmark as a part of EDtransform initiative to support the delivery of the curriculum and impact of pupil conferencing.</p>	<p>All staff Maths Leader Literacy Leader Project Leaders Assessment Leaders Headteacher</p>	<p>£3,000</p> <p>Release time and visits</p>
----------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------

A,B,C,D,E,H and F	Outdoor learning	Forest School evidence shows that outdoor education has a positive impact on children's wellbeing and engagement.	Work with Shifting Horizons Forest School. 20% of all learning to happen outside. Monitoring through planning, observations and data. Timetable use of the fire pit/ story telling areas/pond. Create 50 things to do before you leave Pensans.	ST /AC All teachers NE	£9,000 £6,000 (staffing) £2,000 (Shifting Horizons) £1,000 (resourcing)
A, B, D and I	Curriculum enhancement	Music lessons to be delivered to all classes to engage and support learning in the classroom, including a therapeutic approach.	Work with professional musicians to learn to play an instrument and learn about and benefit from the various elements of music.	AC KS Music service	£8,500
Quality Of Teaching - budgeted cost					£30,490
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	Costing/ When will you review implementation?

C & F	Continue to embed TISUK Approach across the school.	<p>Identified children (including PP) come into school with anxieties that prevent them from accessing the curriculum.</p> <p>Current Tisuk work in the school demonstrates a significant impact as evidenced by action plan assessments.</p>	<p>TISUK resources.</p> <p>Time set aside for Tisuk work for vulnerable children.</p> <p>60 + children</p>	TISUK Practitioners	<p>£32,000</p> <p>£30,000 (staffing) £1,000 (resources) £1,000 (training)</p>
-------	-----------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------	---------------------	------------------------------------------------------------------------------------------------

A,B.C and D	1:1 support where necessary to enable those & others to access the curriculum	Some children are not making expected progress (including PP pupils) as identified in the half termly data capture.	<p>Identified children to receive interventions in areas of their specific needs. Interventions include:</p> <p>Reading University Counselling services and pastoral care Thrive sessions 1:1/group Tuition Speech and language (services and intervention) Extended learning through the Learning Centre Forest School Funfit Additional phonics Precision teaching Handwriting interventions Read Write Inc Writing booster group Maths booster group Counting into Calculating Dyslexia interventions Misconception intervention EYFS intervention Reading Cloud More Able tailored provision for increased progress STEP Play Therapy</p>	SLT Intervention staff	<p>£69,310</p> <p>Staffing and resources</p>
Targeted Support - budgeted cost					£101,310
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	Costings/ When will you review implementation?

C,F and G	Implementation of Virtues Curriculum across the school.	Virtues being taught to improve children's attitudes to learning, their sense of self and the world around them.	Whole school staff training to ensure all members are following the same approach. Weekly assemblies and workshops carried out to embed the virtues run by a Virtues Specialist Leader. Weekly class activities implemented to reinforce virtues and attitudes to learning. Governors have had training in the Virtues Curriculum. Virtues Committee with parental support Virtues Ambassadors and Virtues Playground Hut to be built.	All Staff Governors Parents	£3,000
A,B,C,D,E, F, G& H	Whole school TISUK approach	To ensure that pupils are emotionally regulated so that they are ready for learning.	Whole school TIS UK training. All staff to have emotion coaching. 6 TISUK Practitioners.	All staff	See above
G	Increase attendance rate.	Low attendance, particularly for more vulnerable pupils.	Attendance Awards. Buy in to the EWO service. Termly attendance book bank voucher. Weekly record of class attendance in a ranking table. Extra playtime for winning class.	All staff	£3,500

C,F and G	Breakfast club	Some children come to school without breakfast and therefore ability to concentrate is hindered.	Concentration and wellbeing will be increased. Attendance will increase.	Breakfast club staff	£7,000
C	Play ground leaders.	Some children find playtimes difficult, especially if a structured process is not in place.	Training for lunchtime supervisors and for pupils who are play leaders. Regular TA meetings to ensure that issues are being addressed. Play leaders work closely with staff and are monitored. Zoned areas. Training for lunchtime supervisors.	Deputy Head Lunchtime supervisors Play leaders Virtues Ambassadors	£500
C and F	Support for enrichment activities.	Some families are unable to financially support their children for some events.	An allocated amount of funding is available to support children in additional trips and events. Comparison costings to be presented to SLT. Implementation of early payment system on Parent Pay.	SLT	£6,000
Other Approaches - budgeted cost					£20,000
Total allocated PP budget					£151,800

6. Review of expenditure

Previous Academic Year		2018-19		
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 oral language skills for pupils eligible for PP in Reception, Key Stage 1.</p> <p>Higher rates of Pupil Premium pupils achieving greater depth in attainment in all subjects.</p> <p>Higher rates of progress and attainment in KS 2 Writing for Pupil premium boys.</p> <p>The attainment of spelling will be raised and there will be consistent use of correct spelling in writing to achieve greater depth.</p> <p>The attainment of reading will be raised and there will be consistent use of Accelerated Reader across the school to closely track children's attainment and progress in reading to achieve greater depth.</p>	<p>Rigorous review of curriculum content and planning to ensure it is engaging and challenging. Activities related to this need to be suitable to the needs of the pupils.</p>	<p>The implementation of Accelerated Reader has had a positive impact on targeted groups as reading is being tracked and individualised for learning.</p> <p>The project based learning has gone from strength to strength and has had a positive impact on Writing this year for all pupils.</p> <p>Dyslexia intervention has had a positive impact on the children receiving this provision. All children have reduced their DST scores.</p> <p>We had a successful Literacy inset on Literacy mastery and spelling.</p> <p>Through EDtransform the school is developing 5 middle leaders thorough the Leadership quest thorough Maths, Literacy, behaviour and outdoor spaces.</p> <p>Maths leads are sharing training with all staff across the school to develop the subject</p> <p>GLD was 40%. L&A 86%. U 64%. S 79%. M& H 79%. HSC 79%SC&SA 86%. MFB 93%. MR 93%. R 50%. W 36%. N 36% SSM 64%</p> <p>Y2 PP Children Reading.. 62% at expected 14% GD Writing.. 38% at expected 9% GD Maths.. 74% at expected 19% GD Y1 PP Children Reading.. 40% at expected 20% GD Writing.. 60% at expected 0% GD Maths.. 80% at expected 10% GD Y4 PP children 75% expected or above in Reading 69% expected or above in Writing 69% expected or above in Maths Y3 PP children 66% expected or above in Reading 43% expected or above in Writing 43% expected or above in Maths</p>	<p>Spelling programmes have not had the desired impact and so will need further investigation by the Literacy Leader.</p> <p>Girls Maths and Boys Reading continue to be an issue for pupil premium pupils.</p>	<p>EDtransform: £3617</p> <p>Maths Bands: £800</p> <p>Accelerated Reader: £2670.50</p> <p>ICT: £1000</p> <p>Mathletics: £2776.03</p> <p>Total: 10,863.53</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Improve oral language skills for pupils eligible for PP in Reception, Key Stage 1.</p> <p>Higher rates of progress and attainment in KS 2 Writing for Pupil premium boys.</p>	<p>Weekly pupil conferencing with Learning Journals (metacognition) – develop more effective strategies for the giving and receiving of feedback in order to develop improved response. Specific targeted next steps for individuals to empower their learning.</p> <p>All teachers to update targets and complete pupil conferencing in which ever form.</p>	<p>All Literacy and Maths targets are in the back of books and are updated weekly. Pupil conferencing and learning walks has demonstrated how children are able to confidently take about their final outcome. Curriculum leads have benefitted from the opportunity to work within hubs with 10 other schools. The curriculum enables children to develop skills which they then implant into real life situations.</p>	<p>Weekly Pupil conferencing needs to be consistent across the school.</p>	<p>£2000</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------	--------------

<p>Improve oral language skills for pupils eligible for PP in Reception, Key Stage 1. Higher rates of Pupil Premium pupils achieving greater depth in attainment in all subjects. Emotional issues of pupils attending THRIVE/TIS UK sessions addressed. Higher rates of progress and attainment in KS 2 Writing for Pupil premium boys. The attainment of spelling will be raised and there will be consistent use of correct spelling in writing to achieve greater depth. Pupil premium children will come into school more calmly and with less anxiety as the school is working more effectively with these families as a unit. The attainment of reading will be raised and there will be consistent use of Accelerated Reader across the school to closely track children's attainment and progress in reading to achieve greater depth.</p>	<p>Outdoor learning</p>	<p>Shifting Horizons have worked with groups of vulnerable children including a transition group from Year 6. In house forest schooling has enabled small groups of children to benefit from this opportunity. Outcomes have been created in the outdoor environment, mainly the Literary festival.</p> <p>Out and about club happens weekly.</p>	<p>More opportunities for outdoor learning throughout the whole school year.</p> <p>Reinstate the orienteering group.</p>	<p>Shifting Horizons: £1150 Staffing: £6,000 Resources: £5000 Total: £12,150</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------

		Quality of Teaching Budget Costing		£25,013.53
ii. Targeted support				
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>Emotional issues of pupils attending THRIVE/TIS UK sessions addressed.</p> <p>Pupil premium children will come into school more calmly and with less anxiety as the school is working more effectively with these families as a unit.</p>	<p>Continue to embed TISUK Approach across the school.</p>	<p>TIS UK is now fully implemented across the school.</p> <p>The school has transferred to Trauma Informed Schools (TISUK). There are 6 members of staff are trained in the approach (encompassing SLT and TAs).</p> <p>Weekly supervision meetings with TISUK practitioners enable them to share any issues and successes and keep up to date with Motional Action Plans.</p> <p>63+ children now receiving some form of Thrive intervention.</p> <p>TISUK practitioners have supported in Transition to secondary schools.</p> <p>Safeguarding officer has further established role and is now part of the safeguarding and wellbeing partnership with the local Doctors surgeries. Other schools have been viewed to view good practice.</p> <p>Whole school events such as NSPCC workshops and oral hygiene awareness have been implemented across the school.</p> <p>Outreach support has positively impacted on pupil attendance.</p> <p>WAVE have trained staff in a relational approach and 3 members of staff are training in the Restorative Justice approach.</p>	<p>Further whole school training in the TIS UK approach.</p>	<p>Staffing: £30, 000</p> <p>Resources: £4,000</p> <p>Training: £2000</p> <p>Total: £36,000</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------	--------------------------------------------------------------------------------------------------------

<p>Emotional issues of pupils attending THRIVE/TIS UK sessions addressed.</p> <p>Pupil premium children will come into school more calmly and with less anxiety as the school is working more effectively with these families as a unit.</p>	<p>Engage parents in TISUK work and in early aspects of reading/writing.</p>	<p>Dyslexia workshops have been held for parents to help them support their children's learning.</p> <p>TISUK practitioners have worked directly with parents to help support their needs.</p> <p>Through immersive learning and pupil conferencing and TISUK intervention PP pupils are happy coming to school and display fewer anxieties due to these support mechanisms.</p> <p>Open mornings have enabled parents to learn alongside their children and final outcomes have been well attended.</p>	<p>Deliver training to parents on how to support their children with Accelerated reader and spelling.</p>	<p>Training and release time: £4200</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------	---------------------------------------------

<p>Improve oral language skills for pupils eligible for PP in Reception, Key Stage 1.</p> <p>Higher rates of Pupil Premium pupils achieving greater depth in attainment in all subjects.</p> <p>Emotional issues of pupils attending THRIVE/TIS UK sessions addressed.</p> <p>Higher rates of progress and attainment in KS 2 Writing for Pupil premium boys.</p>	<p>1:1 support where necessary to enable those & others to access the curriculum</p>	<p>1:1 and small group intervention has been monitored every half-term and the impact measured for individual children's accelerated progress. In the case of children with SEN, the assess, plan, do, review cycle is implemented as a part of the graduated approach to ensure all needs are met. Issues are discussed at SLT level to ensure progress is moving forward.</p> <p>Introduction of same day intervention to address any misconceptions as they happen. Pre-teaching for identified children.</p> <p>Individualised learning pathways for children with addition need.</p> <p>Play therapy for individual children has helped to benefit their wellbeing.</p>	<p>To enable all children to access an individualised learning pathway.</p>	<p>Staffing: £90,000</p>
Targeted Support Budget Costing				£130,200
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>Emotional issues of pupils attending THRIVE/TIS UK sessions addressed.</p> <p>Pupil premium children will come into school more calmly and with less anxiety as the school is working more effectively with these families as a unit.</p> <p>Children entitled to Pupil Premium will improve their attendance in line with their peers.</p>	<p>Implementation of Virtues Curriculum across the school.</p>	<p>All staff and new members have had training and are following the same approach. Weekly assemblies and workshops are carried out. The reward system is updated to encompass the Virtues curriculum. A Virtues committee with parental support has been established and community based projects have been implemented. Virtues Ambassadors have replaced prefects and have allowed for better wellbeing with the virtues language across the school. KS2 children are leading assemblies. Virtues ambassadors have roles and responsibilities throughout the school. School involved with lots of virtue based projects outside of school. Virtues on the termly planners in each phase.</p> <p>Virtues champions have been implemented on the playground and are interlinked with the restorative justice approach.</p>	<p>Behaviour policy, Restorative Justice Approach and Virtues should all tie in together.</p>	<p>Virtues: £3105</p> <p>Resourcing: £1000</p> <p>Total: £4105</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------	---------------------------------------------------------------------------

<p>Improve oral language skills for pupils eligible for PP in Reception, Key Stage 1.</p> <p>Higher rates of Pupil Premium pupils achieving greater depth in attainment in all subjects.</p> <p>Emotional issues of pupils attending THRIVE/TIS UK sessions addressed.</p> <p>Higher rates of progress and attainment in KS 2 Writing for Pupil premium boys.</p> <p>The attainment of spelling will be raised and there will be consistent use of correct spelling in writing to achieve greater depth.</p> <p>Pupil premium children will come into school more calmly and with less anxiety as the school is working more effectively with these families as a unit.</p> <p>Children entitled to Pupil Premium will improve their attendance in line with their peers.</p> <p>The attainment of reading will be raised and there will be consistent use of Accelerated Reader across the school to closely track children's attainment and progress in reading to achieve greater depth.</p>	<p>Whole school TISUK approach</p>	<p>Peer to peer groups in place for TAs to support the emotional wellbeing of pupils and staff has positively impacted on the practice of those who have attended sessions.</p> <p>Year 6 pupils were able to approach SATs positively this year.</p> <p>How to question children training has been delivered all staff and another school was part of our shared practice.</p>	<p>To develop a super visionary approach across the school.</p>	<p>As above.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------	------------------

<p>Children entitled to Pupil Premium will improve their attendance in line with their peers.</p>	<p>Increase attendance rate.</p>	<p>The EWO supports on a termly basis. Class attendance is celebrated weekly and highlighted in the school newsletter. Good termly attendance is rewarded with a £5 book voucher. Parents are formally informed of individual attendance in interim and end of year reports.</p>	<p>To continue to find strategies to support parents in getting their children's attendance to 97%.</p>	<p>SLA: £6,500</p>
---------------------------------------------------------------------------------------------------	----------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------	--------------------

<p>Emotional issues of pupils attending THRIVE/TIS UK sessions addressed.</p> <p>Pupil premium children will come into school more calmly and with less anxiety as the school is working more effectively with these families as a unit.</p> <p>Children entitled to Pupil Premium will improve their attendance in line with their peers.</p>	<p>Breakfast club</p>	<p>Breakfast club continues to be an important provision for many of the children and is well attended each day. It has had an impact for consistent late comers.</p>	<p>Continue to advertise and make available to those it might benefit.</p>	<p>Staffing and resourcing: £6446</p>
<p>Emotional issues of pupils attending THRIVE/TIS UK sessions addressed.</p>	<p>Play ground leaders.</p>	<p>The Y6 pupils have been trained as play leaders and are implementing activities each lunchtime across the school. A PE student from TPAT has been supporting the leaders in their delivery of this.</p> <p>A lead lunchtime supervisor has been appointed and has had positive impact on playground wellbeing for both staff and children.</p>	<p>Audit and resource equipment termly.</p>	<p>£3000</p>

<p>Emotional issues of pupils attending THRIVE/TIS UK sessions addressed.</p> <p>Pupil premium children will come into school more calmly and with less anxiety as the school is working more effectively with these families as a unit.</p>	<p>Support for enrichment activities.</p>	<p>All children have had access to the range of enrichment activities in their phase.</p> <p>Many children have benefited from financial support for tips, clubs and camps in order to give them the same opportunities as their peers.</p>	<p>Further develop the range of activities and experiences available to provide opportunities for all.</p>	<p>£5000</p>
		<p>Other Approaches - Budget Costing</p>		<p>£14,446</p>
		<p>Total Expenditure 2018 - 2019</p>		<p>£169,659.53</p>

7. Additional detail

The research into Adverse Childhood Experiences (ACE) is being used to help support and understand the needs of many of the children within the school, many of which are eligible for the Pupil Premium Grant.