

1. Summary information

School	Mount Charles Primary School				
Academic Year	2019/20	Total PP budget	£200,000	Date of most recent internal review	Oct' 2019
Total number of pupils	414	Number of pupils eligible for PP	163 (39%)	Date for next internal review of this strategy	Feb' 2019

2. Current attainment (End of academic year 2018/19)

	Pupils eligible for PP (Mount Charles)			Pupils not eligible for PP (Mount Charles)		
	EYFS	KS1	KS2	EYFS	KS1	KS2
% at expected in reading	58%	48%	46%	82%	85%	67%
% at expected in writing	66%	37%	55%	82%	85%	83%
% at expected in maths	67%	41%	46%	85%	88%	83%

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

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

A.	Pupils enter the Early Years Foundation Stage with significantly lower than average baselines, particularly in Communication and Language.
B.	The gap between disadvantaged pupils and their non-disadvantaged peers does not diminish by KS1.
C.	There is a difference in progress between disadvantaged pupils and other pupils at KS2. This prevents disadvantaged pupils from starting their secondary education at the expected standard in Reading, Writing and Mathematics.
D.	A significant proportion of disadvantaged pupils have a Special Educational Need and/or Disability; many of whom have Social, Emotional Mental Health and Wellbeing needs.

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

E.	Attendance – particularly Persistent Absence of pupils in receipt of pupil premium pupils.
-----------	--

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To ensure disadvantaged pupils with low entry baselines make accelerated progress from their starting points and achieve a Good Level of Development within a context of improving attainment for all.	The GLD attainment difference between PP pupils and non-PP pupils is diminished.

B.	To diminish the attainment gap in KS1	Year 2 pupils will make accelerated progress in order to ensure the GLD gap at EYFS is diminished by the end of KS1.
C.	To ensure disadvantaged pupils make at least expected progress from KS1	Percentage of disadvantaged pupils making expected progress and above is in line with other pupils across the school.
D.	To increase attendance rates for pupils eligible for pupil premium	Reduce the attendance gap to less than 1%. Diminish the difference between PP persistent absenteeism and that of non-PP pupils.

5. Review of expenditure																			
Academic year	2018/19																		
i. Quality of teaching (In school barriers)																			
Desired outcome	Chosen action / approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learnt																
A. To ensure disadvantaged pupils with low entry baselines make accelerated progress from their starting points and achieve a Good Level of Development within a context of improving attainment for all.	<ul style="list-style-type: none"> Staffing structures within the Early Years to include three qualified teachers, an HLTA and two TAs. EYFS baselines completed early in new term to ensure accuracy of pupils' starting points. Speech and Language (S&L) screening to be carried out across Early Years and target pupils identified. Language Link and RWI resources (inc adult resource) are key aspects of the package of early years provision for disadvantaged pupils with low baselines. Trauma Informed Schools Training for all Early Years staff. Implemented at whole school level and as part of daily 1:1 interactions, helping pupils who have suffered trauma to improve emotional well-being and be emotionally ready for school and learning. Appraisal process, pupil progress meetings and internal data procedures to prioritise progress for all and accelerated progress for target pupils including those identified as more able. Dedicated weekly leadership time focused on the meticulous tracking of targeted pupils. Appropriate action taken where maximum impact is not evidenced 	<p>Percentage of PP pupils that achieved a GLD in 2019 took a small decline to 53% from 56% in the previous year.</p> <table border="1"> <thead> <tr> <th>ELG</th> <th>2018</th> <th>2019</th> <th>Diff.</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50%</td> <td>58%</td> <td>+8%</td> </tr> <tr> <td>Writing</td> <td>55%</td> <td>66%</td> <td>+11%</td> </tr> <tr> <td>Maths</td> <td>73%</td> <td>67%</td> <td>-6%</td> </tr> </tbody> </table>	ELG	2018	2019	Diff.	Reading	50%	58%	+8%	Writing	55%	66%	+11%	Maths	73%	67%	-6%	<p>We have a particularly complex Early Years PP cohort in 2019 - 8 out of 9 PP pupils who did not achieve the GLD on the record of need – furthermore, 2 out of the 9 have an EHCP.</p> <p>There is one PP pupil who did not achieve that is not on the record of need. This child was a 'near-miss' – falling ever so slightly short of the expected standard in the ELG for writing which held her back from achieving GLD. In-school moderation identified this throughout the year and at data submission. We are confident this child will achieve EXS+ in RWM at KS1.</p> <p>The ELG data for Maths was taken from the lowest score between Numbers and Shape Space and Measure. All PP pupils who did not achieve the expected standard for maths scored a 1 in both of these ELG. Maths would appear to be a particular weakness for this PP cohort although, due to the complex needs (eg. High levels of SEND – as explained above), this is not an area of the curriculum we intend to target any differently in 2019-20.</p> <p>A new Early Years Leader has been appointed and new systems are in place as well as reviewed curriculum planning. Despite this, we have an even more complex cohort with considerable SEND needs across all pupils this year. Although we continue to be ambitious for all our disadvantaged pupils, we aim to focus on our pupils making the greatest possible progress from their starting points.</p>
ELG	2018	2019	Diff.																
Reading	50%	58%	+8%																
Writing	55%	66%	+11%																
Maths	73%	67%	-6%																

	<p>eg. where the attainment gap is not diminishing quickly enough from baseline.</p> <ul style="list-style-type: none"> Targeted boys receive planned gross motor activities including balance-ability and woodwork to pave the way for readiness to write. 																		
<p>B. To diminish the attainment gap between disadvantaged pupils and other pupils (sch) at KS1.</p>	<ul style="list-style-type: none"> Dedicated time for Reading Leader to monitor and team teach with all Read, Write, Inc. (RWI) teachers to ensure quality teaching and learning during the RWI hour every day. Weekly masterclasses held for all RWI teachers to ensure very best practice for all learners, particularly underachieving PP pupils. Underachieving PP pupils placed in groups taught by the strongest and/or most experienced RWI teacher. Trauma Informed Schools Training for all Early Years staff. Implemented at whole school level and as part of daily 1:1 interactions, helping pupils who have suffered trauma to improve emotional well-being and be emotionally ready for school and learning. Three qualified teachers in Year 2 three days a week across all curriculum areas. Team led by the strongest and most experienced teacher. Small groups and 1:1 teaching in wider curricular writing and mathematics by lead teacher three days a week to support underachieving PP pupils to reach the expected standard in Reading, writing and maths by the end of KS1. Targeted support takes into account high prior attainers as well as pupils that achieved the expected standard with potential to progress further into 'greater depth' in Year 2. Appropriate provision is carefully planned for in the organisation of third qualified teacher in Year 2. Following initial implementation in Early Years, Speech and Language (S&L) screening to be carried out across KS1 for all underachieving PP pupils. Package of provision to support language 	<p>Percentage of PP pupils that achieved the expected standard+ for Reading in 2019 was broadly in line with that of the previous year. Writing and Maths took a sig. decline to (-14% - W) and (-10% - M)</p> <table border="1" data-bbox="902 483 1361 651"> <thead> <tr> <th>EXS+</th> <th>2018</th> <th>2019</th> <th>Diff.</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>49%</td> <td>48%</td> <td>-1%</td> </tr> <tr> <td>Writing</td> <td>51%</td> <td>37%</td> <td>-14%</td> </tr> <tr> <td>Maths</td> <td>51%</td> <td>41%</td> <td>-10%</td> </tr> </tbody> </table>	EXS+	2018	2019	Diff.	Reading	49%	48%	-1%	Writing	51%	37%	-14%	Maths	51%	41%	-10%	<p>The school context at Mount Charles is a complex one. The 2019 Year 2 and Year 6 cohorts are particularly so. 62% of this cohort live in the 0-30% most deprived areas nationally on IMD. This cohort has high levels of PP (46%) and SEND (25%) 11/27 PP pupils (41%) are on the record of need. We know that low prior attaining pupils did not make accelerated progress impacting negatively on the % of pupils achieving EXS+.</p> <p>There are extreme SEND needs in this cohort, with particular SEMH needs. Subsequently, a restructure of staffing including movement of two experienced upper KS2 teachers to Year 3 in 2019-20, a full time SEND TA to support SEMH and behaviour as well as the SENDCO's teaching commitment weighted within this year group to support SEND needs and effective planning across the team. In addition to this, the Pastoral Care Manager works closely with the SENDCO and Y3 SEND TA to support an accessible curriculum and reinforce positive behaviour for pupils with particular SEMH and behavioural needs.</p> <p>Regular supervision is timetabled to ensure regular and effective review of what is and is not working so that we can adapt and strengthen out practice to best meet the needs of this complex cohort with extreme needs.</p> <p>Continue to accelerated progress across KS1 (data shows that current Y2 made excellent progress throughout Y1. One class with high levels of need have moved up to Y2 with class teacher. Pupils who were emerging in EYFS are targeted to improve VA and these pupils' chances of meeting EXS+ by the time they leave MCS at KS2. Boys are currently below target in this cohort and are a target for us.</p>
EXS+	2018	2019	Diff.																
Reading	49%	48%	-1%																
Writing	51%	37%	-14%																
Maths	51%	41%	-10%																

	<p>with specific focus on vocabulary for target pupils.</p> <ul style="list-style-type: none"> Leadership time for phase leader includes purposeful and supportive mentoring time for all newly qualified teachers (NQTs) in KS1. New teachers know and understand how to prioritise the needs of underachieving disadvantaged pupils in their class. 																		
<p>C. To ensure disadvantaged pupils make at least expected progress from KS1.</p>	<ul style="list-style-type: none"> Appraisal process, pupil progress meetings and internal data procedures to prioritise expected progress for all and accelerated progress for targeted pupils. Small group teaching by high quality teachers including X2 Assistant Head teachers and two HLTAs. Smaller set sizes in Y5/6 five days a week for Reading, Writing and Mathematics each morning and four TAs to facilitate further targeted intervention each afternoon. Release cover 3 times weekly for quality intervention in Y6 with class/English Leader. Targeted Reading, Maths and Writing including 1:1 and small group guided editing and publishing sessions with Writing Leader and AHT. Coaching across KS2 to focus on progress of underachieving disadvantaged pupils. Review of and implementation of feedback policy, with an emphasis on quality verbal feedback given at the point of learning. Learning Mentor with Year 6 daily to support quality verbal feedback from class teachers for underachieving disadvantaged pupils. Identification of higher attaining disadvantaged pupils and shared with teachers. Provision discussed and appropriate changes made at each pupil progress meeting. School-wide focus from summer term whilst PP pupils at risk of not meeting expected standard are focus in Autumn and Spring terms. Trauma Informed Schools Training for all KS2 staff. Implemented at whole school level and as part of daily 1:1 interactions, 	<p>Despite being a much larger cohort (22 compared with 14) and the cohort contexts being extremely different, the 2019 KS2 PP pupils achieved broadly in line with that of the previous year, dropping by only 3% in Reading. Mathematics, however has taken a much greater decline of 10%.</p> <table border="1" data-bbox="900 593 1361 762"> <thead> <tr> <th>EXS+</th> <th>2018</th> <th>2019</th> <th>Diff.</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>49%</td> <td>46%</td> <td>-3%</td> </tr> <tr> <td>Writing</td> <td>55%</td> <td>55%</td> <td>-</td> </tr> <tr> <td>Maths</td> <td>56%</td> <td>46%</td> <td>-10%</td> </tr> </tbody> </table>	EXS+	2018	2019	Diff.	Reading	49%	46%	-3%	Writing	55%	55%	-	Maths	56%	46%	-10%	<p>On-going rapid action plan in place for 2020 Y6 cohort to address reading stamina, vocabulary deficit, focus on content domains 2b (retrieval) and 2d (inference) and exam technique. Ongoing QLA to inform short, medium and long term planning of reading including purposefully chosen texts and careful planning ahead for quality vocabulary lessons and daily structured Test-style questions. The focus on reading and breadth of vocabulary explored is intended to impact positively on the quality of writing.</p> <p>Small group mathematics teaching and interventions for PP pupils, and PP girls in particular as this was a group drilled down in to during data analysis and QLA from 2019 Maths papers. Ensure all content domains are taught with the recommended number of lessons from the scheme of work in Y6 and across KS2.</p> <p>What we will do...</p> <p>Reading – complete review of Reading approach to include daily Whole Class Guided Reading (WCGR). New approach adopted following research of up to date best practice by the PP Lead, Core Lead and Reading Leader. Further improvements also to be made during implementation supported by visits to Trevithick School (Camborne) which has a similar contextual demographic and % of PP pupils.</p>
EXS+	2018	2019	Diff.																
Reading	49%	46%	-3%																
Writing	55%	55%	-																
Maths	56%	46%	-10%																

	<p>helping pupils who have suffered trauma to improve emotional well-being and be emotionally ready for school and learning.</p> <ul style="list-style-type: none"> • Greater Depth 'Writer's Block' writing enrichment day (UKS2). • Leadership time for phase leader includes purposeful and supportive mentoring time for all newly qualified teachers (NQTs) in KS2. New teachers know and understand how to prioritise the needs of underachieving disadvantaged pupils in their class. • Reaction funds set aside to respond to additional ongoing needs eg. Providing additional counselling, 1:1 support, uniform, additional external enrichment activities. 														
<p>D. To increase attendance rates for pupils eligible for pupil premium.</p>	<ul style="list-style-type: none"> • Attendance Lead, SENDCo and ARB Manager meet to discuss ARB pupils' attendance. • Audit of attendance procedures currently in place, using SEF tool to support. • New letters to be sent from 93% and below – parents to be informed and reminded of actions around holidays. • Traffic light letters to be sent to parents half termly, keeping them informed of their child's attendance. Send Blanford attendance scale alongside to receive feedback from parents to improve practice. • Whole staff to become better informed around tackling attendance through: <ul style="list-style-type: none"> • -sharing of Public Health England advice around infectious diseases • -Staff training around how to talk about absence with children and parents • Raised expectations around staff attendance and punctuality to be shared with all staff, and the impact that this has on pupil attendance and punctuality • Raise profile of good attendance through regular celebrations of group attendance in newsletter, a whole school attendance display in main corridor and competition to create 100% attendance, excellent 	<p>We are proud of the significant improvements in the attendance of disadvantaged pupils with the difference from 2017/18 – 2018/19 in the final column showing explicitly the marked improvement from one year to the next.</p> <table border="1" data-bbox="900 820 1359 991"> <thead> <tr> <th></th> <th>2017 - 18</th> <th>2018- 19</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>94.03%</td> <td>95.61%</td> <td>+1.58%</td> </tr> <tr> <td>PP PA</td> <td>13.33%</td> <td>8.27%</td> <td>-5.06%</td> </tr> </tbody> </table>		2017 - 18	2018- 19	Difference	PP	94.03%	95.61%	+1.58%	PP PA	13.33%	8.27%	-5.06%	<p>We are proud of the +1.58% increase on the attainment of disadvantaged pupils in the year 2018-2019. The % of PP Persistent absenteeism has also decreased significantly. We now aim to diminish the difference between whole school persistent absence and PP persistent absence further still.</p>
	2017 - 18	2018- 19	Difference												
PP	94.03%	95.61%	+1.58%												
PP PA	13.33%	8.27%	-5.06%												

	<p>attendance and improved attendance certificates.</p> <ul style="list-style-type: none"> Increased level of Early Help support for families with poor attendance, particularly those who are disadvantaged. Complete action plans for those pupils, and review support regularly. 		
--	--	--	--

6. Planned expenditure					
Academic year	2019/20				
The 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.					
ii. Quality of teaching (In school barriers)					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff leads	When will you review implementation?
<p>A. To ensure disadvantaged pupils with low entry baselines make accelerated progress from their starting points and achieve a Good Level of Development within a context of improving attainment for all.</p>	<p>Staffing structures within the Early Years to include three qualified teachers, an HLTA and two TAs.</p> <p>EYFS baselines completed early in new term to ensure accuracy of pupils' starting points.</p> <p>Speech and Language (S&L) screening to be carried out across Early Years and target pupils identified.</p> <p>Language Link and RWI resources (inc adult resource) are key aspects of the package of Early Years provision for disadvantaged pupils with low baselines.</p> <p>Learning Mentor timetabled daily to support quality daily 1:1 interactions, helping pupils who have suffered trauma to improve emotional well-being and be emotionally ready for school and learning.</p> <p>Appraisal process, pupil progress meetings and internal data procedures to prioritise progress for all and accelerated progress for</p>	<p>Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.</p> <p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. (EEF - gains of up to 5+months progress)</p> <p>Smaller groups taught by highly qualified staff have been shown to be effective e.g. by EEF (gains of up to 3+months progress)</p>	<p>PP Lead, EYFS Lead and Assessment Lead to monitor progress of low baseline PP pupils to ensure approach is having the desired outcome.</p> <p>Cross-Trust moderation of baseline assessments to validate assessment.</p> <p>½ termly pupil progress meetings show rapid and accelerated progress by all low baseline PP pupils.</p> <p>School Challenge Partner challenge and feedback.</p> <p>Trust Lead challenge and feedback,</p>	<p>PP Leader</p> <p>Headteacher</p> <p>Early Years Lead</p> <p>Assessment Leaders</p> <p>SENDCO</p>	<p>February 2020</p>

	<p>target pupils including those identified as more able, those with SEND and those who are disadvantaged within both of these groups.</p> <p>Dedicated weekly leadership time focused on the meticulous tracking of targeted pupils. Appropriate action taken where maximum impact is not evidenced eg. where the attainment gap is not diminishing quickly enough from baseline.</p> <p>Improvement of quality of outdoor provision is carefully planned for as extensive site works are carried out throughout the autumn term.</p> <p>Invitations to learn are purposefully planned as part of ongoing continuous provision. All adults are can effectively question, support and challenge children in their learning; aiding good progress, particularly for disadvantaged pupils.</p>	<p>On average, social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of +4 months additional progress on attainment. (EEF)</p>			
<p>B. To diminish the attainment gap between disadvantaged pupils and other pupils (sch) at KS1.</p>	<p>Dedicated time for Reading Leader to monitor and team teach with all Read, Write, Inc. (RWI) teachers to ensure quality teaching and learning during the RWI hour every day.</p> <p>Regular masterclasses held for all RWI teachers to ensure very best practice for all learners, particularly underachieving PP pupils.</p> <p>Underachieving PP pupils placed in groups taught by the strongest and/or most experienced RWI teacher.</p> <p>Learning Mentor and Pastoral Manager implement Trauma Informed Schools approach and as part of daily 1:1 interactions, helping pupils who have suffered trauma to improve emotional well-being and be emotionally ready for school and learning.</p> <p>Targeted support takes into account high prior attainers as well as pupils that achieved the expected standard with potential to progress further into 'greater depth' in Year 2. Appropriate provision is carefully planned for in in preparation for reaching EXS/GDS at the end of KS1.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional 4 months progress (EEF). Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>On average, social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of 4 months additional progress on attainment.</p>	<p>PP Lead to ensure dedicated Reading Leader time is maintained as 'high priority' in timetabling and prioritising.</p> <p>PP Leader and Reading Leader to liaise at least ½ termly on progress being made on RWI action plan.</p> <p>Assistant Headteacher has the role of Reading Leader and currently monitors this key area of teaching and learning daily. The RWI 'Reading Leader' model empowers staff to improve their practice daily through coaching-style support and weekly staff masterclasses. This role will be handed over to a newly appointed member of the team throughout the Autumn term.</p>	<p>PP Leader</p> <p>Headteacher</p> <p>Reading Leader</p> <p>Phase Leader (Y2)</p> <p>SENCO</p>	<p>February 2020</p>

	<p>Following initial implementation in Early Years, Speech and Language (S&L) screening to be carried out across KS1 for all underachieving PP pupils. Package of provision to support language with specific focus on vocabulary for target pupils by specialist in-school S&L HLTA.</p> <p>Leadership time for phase leader includes purposeful and supportive mentoring time for all newly qualified teachers (NQTs and teachers in their second year of teaching) in KS1. New teachers those new to the school know and understand how to prioritise the needs of underachieving disadvantaged pupils in their class.</p>		<p>Two day RWI training attended by all new members of KS1 staff.</p> <p>RWI development days provides personalised CPD for Reading Leader and RWI teachers and an independent, external view of the progress being made for senior leaders.</p> <p>Pupil Progress meeting include the careful tracking of more-able PP pupils in relation to prior attainment and pupils with potential to make accelerated progress from the expected standard to greater depth. The 'critical mass' of SEND/PP are carefully tracked using the Plan-Do-Review cycle where necessary.</p>		
<p>C. To ensure disadvantaged pupils make at least expected progress from KS1.</p>	<p>Appraisal process, pupil progress meetings and internal data procedures to prioritise expected progress for all and accelerated progress for targeted pupils with particular focus on Reading and Mathematics (PP/Girls).</p> <p>Small group intervention and feedback by Y6 class teachers and smaller set sizes five days a week for Mathematics.</p> <p>Four KS2 TAs to facilitate further targeted intervention each afternoon.</p> <p>Release cover 3 times weekly for quality intervention in Y6 with class teacher/Reading Leader. Targeted Reading, Maths and Writing including 1:1 and small group guided editing and publishing sessions in (late Spr) and Summer Term. Release covered by AHT with</p>	<p>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. (EEF +4 months progress)</p>	<p>Impact overseen by PP Leader and Assessments Leads.</p> <p>Phase leaders to monitor progress through whole school and on-going subject monitoring.</p> <p>CPD based on latest research on Coaching with particular reference for 'Leverage Leadership' amongst senior leaders.</p> <p>Daily Lunchtime quiet club, library club and 'Lunch Bunch' group for</p>	<p>PP Leader</p> <p>Headteacher</p> <p>Assessment Leaders</p> <p>Phase Leaders</p> <p>SENDCO</p>	<p>February 2020</p>

	<p>Reading stamina focus plus one additional wider curriculum subject taught in Autumn Term.</p> <p>Coaching across KS2 to focus on progress of underachieving disadvantaged pupils, particularly in Reading.</p> <p>Review of and implementation of feedback policy, with an emphasis on quality verbal feedback given at the point of learning metacognitive strategies.</p> <p>Identification of higher attaining disadvantaged pupils and shared with teachers. Provision discussed and appropriate changes made at each pupil progress meeting. School-wide focus from summer term whilst PP pupils at risk of not meeting expected standard are focus in Autumn and Spring terms.</p> <p>Trauma Informed Schools approach continues to be Implemented at whole school level and as part of daily 1:1 interactions, helping pupils who have suffered trauma to improve emotional well-being and be emotionally ready for school and learning.</p> <p>Greater Depth 'Writer's Block' writing enrichment day (UKS2).</p> <p>Leadership time for phase leader includes purposeful and supportive mentoring and feedback in relation to wider curriculum planning. New teachers know and understand how to prioritise the needs of underachieving disadvantaged pupils in their class.</p> <p>Reaction funds set aside to respond to additional ongoing needs eg. Providing additional counselling, 1:1 support, uniform, additional external enrichment activities.</p> <p>Subsidised school trips at KS1 and 50% deduction for all PP pupils on KS2 residentials and swimming.</p>	<p>Feedback studies tend to show high effects on learning with up to +8months progress (EEF)</p> <p>On average, social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of +4 months additional progress on attainment. (EEF)</p>	<p>targeted pupils with social and emotional needs.</p> <p>Carefully managed use of reaction funds help individuals in positive social integration, growth and development and emotional regulation. Pupils' progress remains on track as a result of appropriate support.</p>			
					Total Budgeted cost:	£165,465

Other approaches (external barriers)					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff leads	When will you review implementation?
<p>D. To increase attendance rates for pupils eligible for pupil premium whilst diminishing the difference between PP persistent absenteeism (PA) and that of 'other PA'.</p>	<p>PP PA no1. focus on attendance area of school improvement plan.</p> <p>Early intervention to include letters for children at 93% and awareness raising of importance of attendance from EYFS. Look to increase threshold to 95% once established.</p> <p>Learning Mentor to support disadvantaged pupils at breakfast club with home learning.</p> <p>Pastoral Care Manager working daily with disadvantaged pupils and parents/carers in receipt of 'Early Help' and other outside agencies to help remove external barriers having an effect on pupils' attendance.</p> <p>Admin Attendance Officer hours to issue 1st/2nd/3rd letters and/or penalty notice if required as outlined in attendance policy.</p> <p>Continued embedding of Class Dojo to increase parental engagement and further improve home-school communication.</p> <p>Attendance rewards weekly, termly and annually for all children with 100% and significantly improved attendance.</p>	<p>There is a need to remove barriers to attendance e.g. poor morning routines, parental and pupil disabilities, cycle of neglect.</p> <p>A correlation between underachievement and poor attendance is evident in each Key Stage.</p>	<p>Close weekly focus on lowering number of disadvantaged persistent absentees and overall percentage of absences.</p>	<p>PP Leader</p> <p>Headteacher</p> <p>Attendance Leader</p> <p>Learning Mentor</p>	<p>February 2020</p>
				Total budgeted cost:	£42,510
Total expenditure: £207,975					