

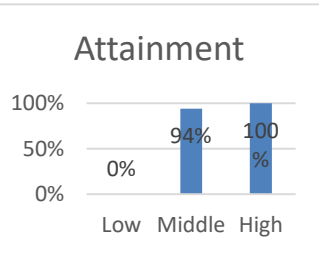
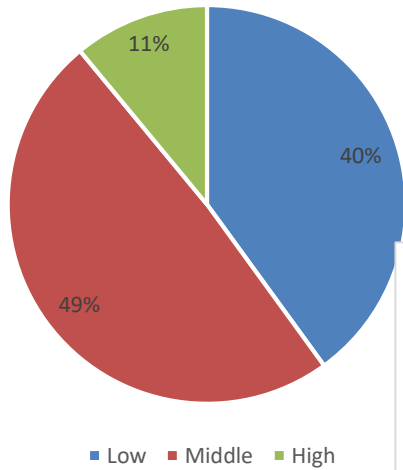
# Inglehurst Junior School.

## PUPIL PREMIUM STRATEGY 2018-19

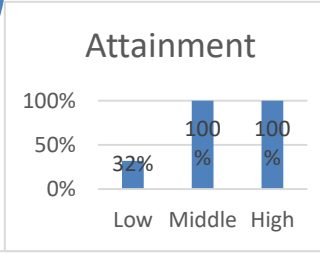
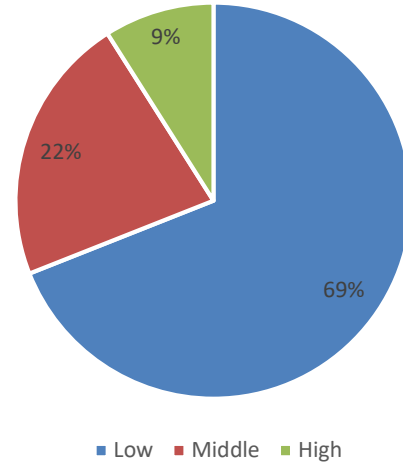
1. Summary information					
School	Inglehurst Junior school				
Academic Year	2018/19	Total PP budget	£209 929	Date of most recent PP Review	04.09.17
Total number of pupils	306	Number of pupils eligible for PP	145	Date for next internal review	04.09.18

2.	3.	4.	5.	6. Current attainment based on 2016/2017						
Based on end of KS2 data for 2016			School 16/17	School 17/18	PP 16/17	PP 17/18	Non PP 16/17	Non PP 17/18	Diff pp to non 17/18	All Pupils (Nat)
% achieving the expected standard in Reading,			75%	63%	-		-			64%
% achieving greater depth in Reading, Writing and			17%	13%	-		-			
% achieving the expected standard in Reading			83%	71%	83%	59%	83%	83%	-24%	75%
% achieving greater depth in Reading			35%	31%	40%	26%	31%	36%	-10%	
% achieving the expected standard in Writing			89%	89%	91%	85%	89%	89%	-4%	78%
% achieving greater depth in Writing			39%	25%	54%	28%	25%	25%	+3%	
% achieving the expected standard in GPS			83%	88%	80%*	82%	86%	82%	0%	78%*
% achieving greater depth in GPS			39%	48%	34%*	46%	56%	50%	-4%	
% achieving the expected standard in Maths			85%	85%	83%*	85%	86%	69%	+17%	76%*
% achieving greater depth in Maths			18%	28%	14%	26%	22%	31%	-5%	
% achieving the expected standard in Science			82%		86%		78%			-
Average progress score Reading			5.9	0.4	-	-	-			-
Average progress score Writing			7.2	2.6	-	-	-			-
Average progress score Maths			4.3	2.6	-	-	-			-

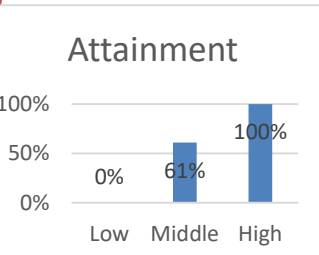
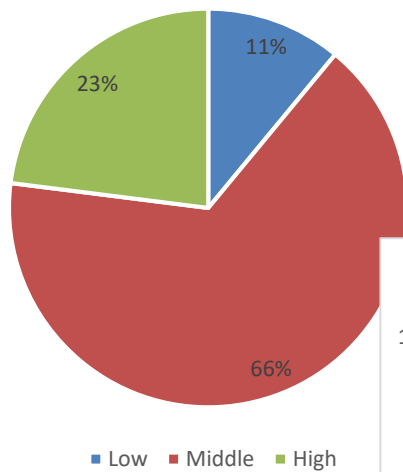
Reading Year 3 Pupil Premium  
Prior Attainment Groups



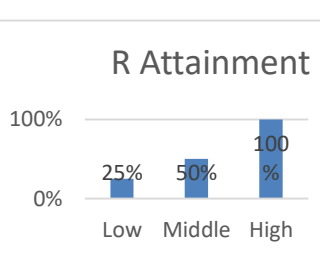
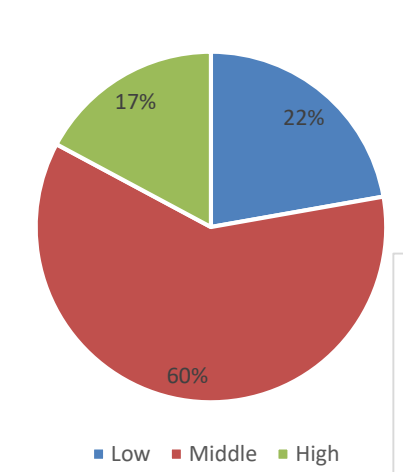
Reading Year 4 Pupil Premium  
Prior Attainment Groups



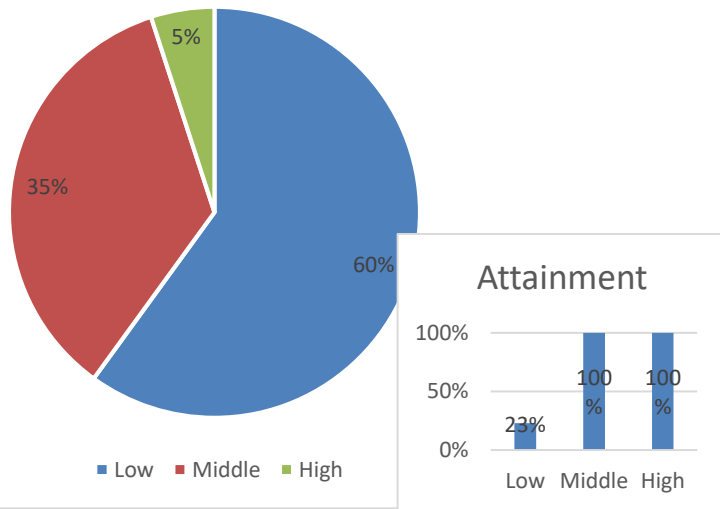
Reading Year 5 Pupil Premium  
Prior Attainment Groups



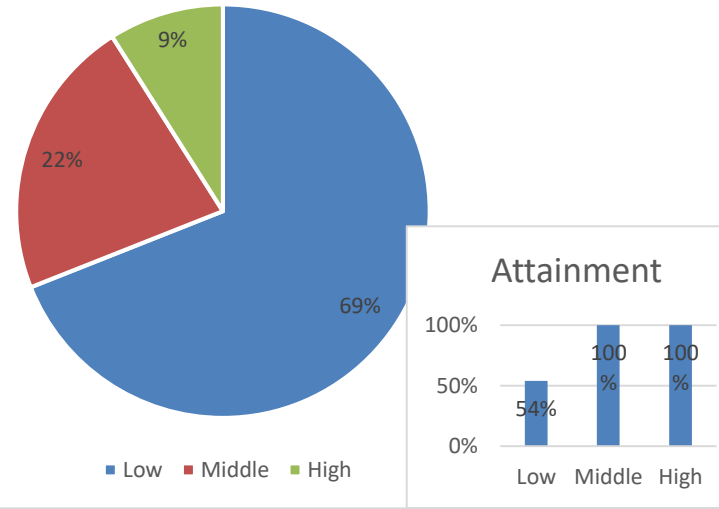
Reading Year 6 Pupil Premium  
Prior Attainment Groups



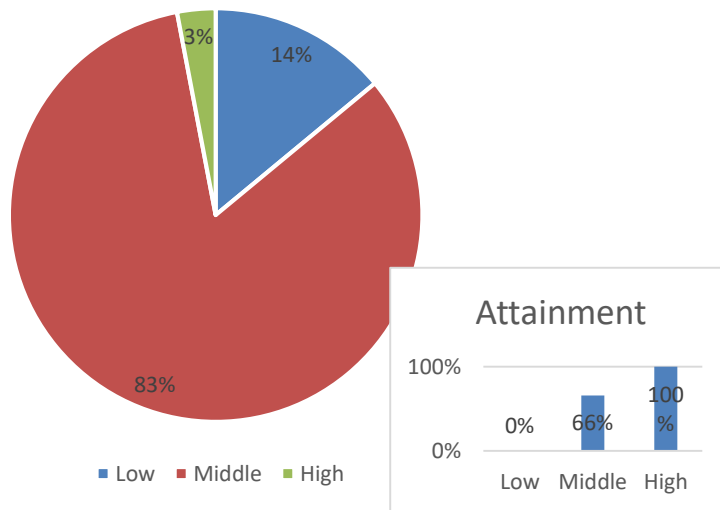
Writing Year 3 Pupil Premium  
Prior Attainment Groups



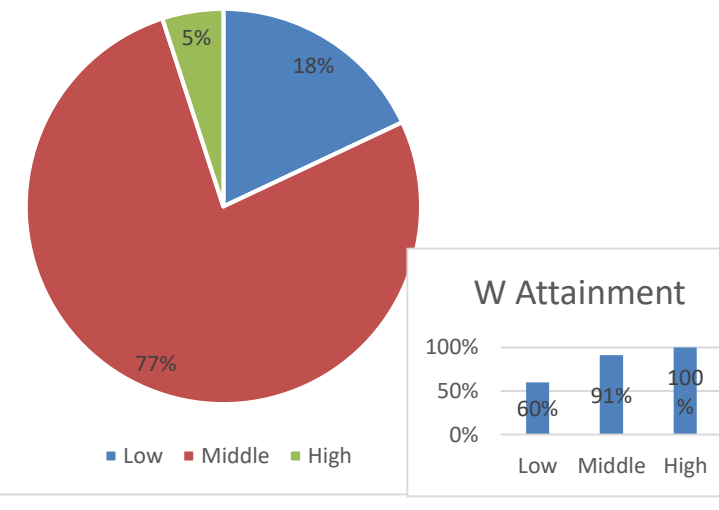
Writing Year 4 Pupil Premium  
Prior Attainment Groups



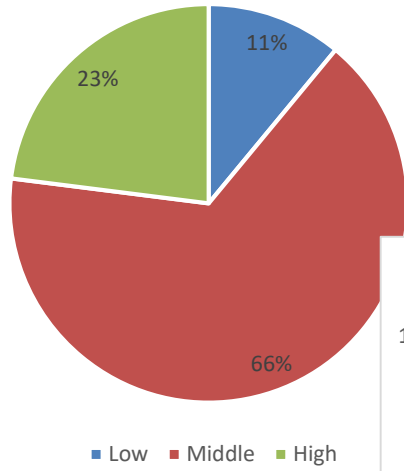
Writing Year 5 Pupil Premium  
Prior Attainment Groups



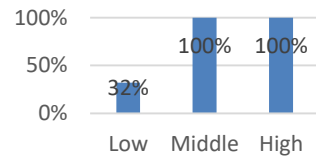
Writing Year 6 Pupil Premium  
Prior Attainment Groups



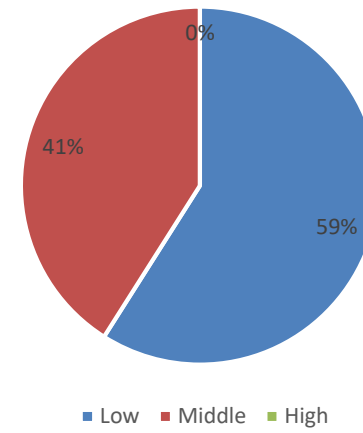
Maths Year 3 Pupil Premium  
Prior Attainment Groups



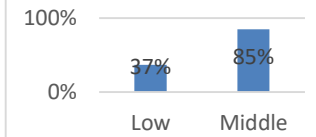
Attainment



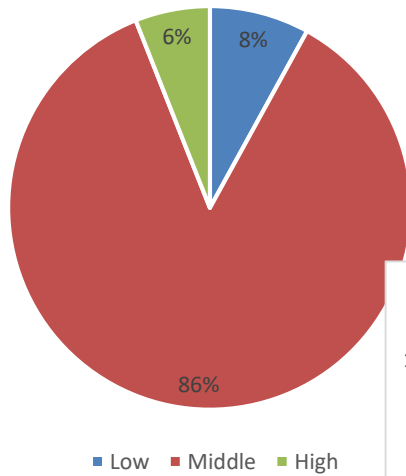
Maths Year 4 Pupil Premium  
Prior Attainment Groups



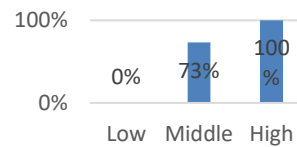
Attainment



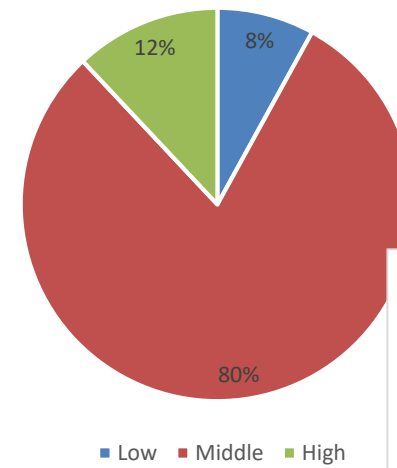
Maths Year 5 Pupil Premium  
Prior Attainment Groups



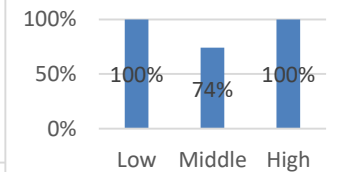
Attainment



Maths Year 6 Pupil Premium  
Prior Attainment Groups



M Attainment



## Review of 17/18 – Data and outcomes

- **Reading – 25% of LPA/PP achieved EXS**  
**50% of MPA /PP achieved EXS**  
**100% of HPA achieved EXS**

**There is a significant under achievement in relation to MPA and PP. These figures are not in line with national or school ALL**

### **7. Barriers to future attainment (for pupils eligible for PP)**

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

<b>A.</b>	PP children are continuing to underachieve in spelling. 86% of non-PP children compared to 80% of PP children achieved the expected standard in GPS. In addition, 56% of non-PP children compared to 34% of PP children achieved GDS in GPS. This is reflected across the school throughout all year groups. Evidence shows that the disparity in PP and non-PP percentages are directly related to success in spelling. This contributes to the gap in attainment and progress in GPS and, in some cases, writing between PP and non-PP children.
<b>B.</b>	Non-PP children are consistently achieving greater success in higher level maths. 22% of non-PP children compared to 14% of PP children achieved the higher standard in maths. This is reflected across the school throughout all year groups. PP children are insecure in the application of mathematics strategies to reasoning and problem solving. A contributing factor to this is poor language skills regarding mathematical language and syntax of questions. As a result, this has an impact upon their ability to progress in maths to a higher level.
<b>C.</b>	Despite there being a positive significant increase in the number of PP children achieving the expected standard in science across all year groups, there is a significant difference between PP boys (72% Y6) and PP girls (100% Y6) achieving the expected standard in science. PP boys experience difficulty planning and organising their investigative work in science which has an impact upon their progress.
<b>D.</b>	28% of PP children are also noted on the SEND register. This contributes to the gap in attainment and progress between PP and non-PP children as specific identified learning needs create a barrier to progress. Only 25% of children who are both PP and on the SEND register achieved the combined expected standard.

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

<b>E.</b>	11.6% of PP children were persistently absent (10% or more of all sessions) in the previous academic compared to 8.8% of all pupils nationally. This continued reduction in learning opportunities has a significant impact upon learning and progress.
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<p><b>F.</b></p>	<p>43% of PP children are involved with the school inclusion team and other external agencies for support with SEMH needs. These needs have a significant impact upon PP children's readiness for learning and consequently their ability to progress. Only 53% of children who are both PP and involved with the school inclusion team/other external agencies for support with SEMH needs achieved the combined expected standard.</p>	
<p><b>8. Desired outcomes</b> (<i>Desired outcomes and how they will be measured</i>)</p>		<p><b>Success criteria</b></p>
<p><b>A.</b></p>	<p>To diminish the difference between PP and non-PP children's attainment in GPS.</p> <p>To significantly improve the percentage of PP children achieving the higher standard in GPS.</p> <p>Pupils have developed a range of strategies that can be employed in the process of spelling. These will include phonological awareness, recognition of spelling patterns and the</p>	<p>86% of PP children achieve the expected standard in GPS. 40% of PP children achieve the higher than expected standard in GPS. Improved attainment in spelling through application of spelling strategies.</p> <p>Review 2017/2018: There was a significant increase in pupil premium children's outcomes for GPS across the school. 82% of pupil premium children achieved the expected standard in GPS and 46% of pupil premium children achieved greater depth.</p>
<p><b>B.</b></p>	<p>To significantly improve the percentage of PP children achieving the higher standard in maths.</p> <p>Pupils will develop a greater understanding of mathematical language and comprehension of reasoning activities to enable them to reason and solve problems at a higher standard.</p>	<p>20% of PP children achieve the higher than expected standard in maths. Improved attainment in maths in greater depth through both calculations and reasoning.</p> <p>Review 2017/2018: There was a significant increase in pupil premium children's outcomes for Maths across the school. 85% of pupil premium children achieved the expected standard in Maths in comparison to 69% of non-pupil premium children. The gap in attainment of GDS pupils when compared to non-pupil premium pupils was reduced to a 5% difference with 26% of pupil premium pupils achieving GDS in Maths (which increased by 12% from the previous year.)</p>

<p><b>C.</b></p>	<p>To diminish the difference between PP boys and PP girl's attainment in science.</p> <p>Pupils will develop a greater ability to plan and organise their investigative work and develop the ability to persevere when working scientifically.</p>	<p>90% of PP boys achieve the expected standard in science. Improved attainment in science through the improved ability to work scientifically.</p> <p>Review 2017/2018: There was an increase in pupil premium children's outcomes for Science across the school. 79% of pupil premium children in year 6 achieved the expected standard in Science compared to 70% the previous year. The gap in attainment in year 6 was reduced to a 10% difference compared to 17% difference the previous year. Non-pupil children are still outperforming pupil premium children but the difference has been diminished by an average of 11% across all year groups. 72% of pupil premium boys achieved the expected standard in Science compared to 90% of pupil premium girls. This will be continued to be monitored by the Science subject leader.</p>
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<p><b>D.</b></p>	<p>To improve the attainment in reading, writing and maths of pupils who are both PP and on the SEND register.</p> <p>Pupils who are on the SEND register and the PP register will be supported to achieve the combined expected standard.</p>	<p>57% of children who are both PP and on the SEND register achieve the combined expected standard.</p> <p>25% of children who are both PP and on the SEND register achieved the combined expected standard. Aim: 7/12. 58% of children to achieve the combined expected standard (PP and SEND register).</p> <p><u>8/10 - 80% of the children with SEND are also Pupil Premium.</u></p> <p>Maths: 63% (5/8) of children who are both SEN and PP met the expected standard in writing.  GPS: 25% (2/8) of children who are both SEN and PP met the expected standard in GPS.  Reading: 50% (4/8) of children who are both SEN and PP met the expected standard in reading.  Writing: 38% (3/8) of children who are both SEN and PP met the expected standard in writing.  5/8 children (63%) made expected progress, on average, across all subjects.  Aim: 88% of children who are PP and on the SEND register will make expected progress, on average, across all subjects.</p>
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<p><b>E.</b></p>	<p>To decrease the percentage of PP children (11.6%) who are persistently absent (10% or more of all sessions).</p> <p>A reduction in the number of PP children persistently absent from school will lead to an increase in the attainment and progress of PP children in all subjects.</p>	<p>Persistent absence of PP children will reduce to 8%.</p> <p>Improved attainment and progress results for PP children.</p> <p><u>Children with 10% or more persistent absence across all three terms.</u>  4 / 39 = 10% of the Pupil Premium children in Year 6 were persistently absent across three terms.  Maths: 1/4 (25%) pupil premium persistent absentees not meeting the expected standard or higher in maths.  GPS: 2/4 (50%) pupil premium persistent absentees not meeting the expected standard or higher in GPS.  Reading: 1/4 (25%) pupil premium persistent absentees not meeting the expected standard or higher in Reading.  Writing: 2/4 (50%) pupil premium persistent absentees not meeting the expected standard or higher in Writing.  Children not meeting the required standard were both on the SEN register and were not predicted to achieve EXS. 1 child made good progress in reading but less progress in writing and maths (but still above national average). Whereas the other child made outstanding progress in all subjects.</p>
<p><b>F.</b></p>	<p>To improve the attainment of pupils who are both PP and involved with the school inclusion team and other external agencies.</p> <p>A reduction in the barriers to learning and their impact upon learning will lead to an increase in the attainment and progress of PP children in all subjects.</p>	<p>65% of children who are both PP and access the school inclusion team/external agencies for SEMH support achieve the combined expected standard.</p> <p><u>28% of pupil premium children were also on the SEMH register.</u>  Maths: 60% (6/10) achieved EXS. 20% (2/10) achieved GDS.  GPS: 60% (6/10) achieved EXS. 30% (3/10) achieved GDS.  Reading: 30% (3/10) achieved EXS. 20% (2/10) achieved GDS.  Writing: 90% (9/10) achieved EXS. 10% (1/10) achieved GDS.  Combined: 50% (5/10) achieved the combined expected standard.  Taking into consideration, the extreme difficulty of the SEMH needs, the combined result of 50% is a positive outcome. Maths, GPS and writing were all good outcomes for SEMH children.  80% (8/10) of SEMH/PP children made expected or above progress, on average, across all subjects.</p>

## 9. 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 Whole school (WS) Targetted (T) Classroom Pedagogy (CP)	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>To diminish the difference between PP and non-PP children's attainment in GPS. (spelling focus)</p> <p>To significantly improve the percentage of PP children achieving the higher standard in GPS. (spelling focus)</p> <p>Pupils have developed a range of strategies that can be employed in the process of spelling.</p>	<p><b>Spelling competitions (WS)</b> Introduce spelling bee competition to improve and increase the importance of spelling. Whole school approach to learning, focussing on the learning of spelling and spelling rules. Pupil premium children to attend a teacher led spelling bee club leading up to the competition.</p>	<p>Improve and increase the importance of spelling. Raise awareness of the importance of spelling with parents. Encourages children to consider spelling to be fun.</p>	<p>Organised by spelling lead. Encouragement of parental involvement through newsletters/website. Spelling progress scores</p>	Tanya Cross	<p>To begin and review October 2017 <b>Spelling Bee completed – successful in raising awareness of spelling – impacted upon GPS results for 17/18</b></p>
	<p><b>Spelling homework (WS) (CP)</b> Children will be expected to apply the spelling rules through a variety of weekly differentiated tasks. Children to be given spelling tasks which link to the rules and use the NNS/agreed spelling strategies. Pupil premium children will be offered places in the 2x weekly homework support clubs.</p>	<p>Homework increases rates of progress and extends children's learning in an out of school environment. Applying and practising the application of spelling rules reinforces their use on a day to day basis.</p>	<p>Homework scrutiny Drop ins to homework club <b>( cancelled)</b> Spelling progress scores</p>	Tanya Cross Class Teachers	<p>October 2017 <b>Spelling is now a weekly focus of all year group homework- impact upon positive increase in 17/18 GPS scores.</b></p>

	<p><b><u>GPS lessons/tutorials for TAs working with pupil premium children in intervention groups (T)</u></b> GPS subject leader to lead GPS training for 4 sessions during the Autumn Term.</p>	<p>An increase in subject knowledge by teaching assistants will have a positive impact upon the progress and learning that takes place in intervention groups that contain pupil premium children.</p>	<p>Observations of teaching assistants Staff skills audits Spelling progress scores</p>	<p>Tanya Cross</p>	<p>December 2017 Trained TA led successful intervention group – though not sustained due to need-planned to continue 18/19</p>
	<p><b><u>Whole school review and implementation of NNS programme (WS) (CP)</u></b> The NNS spelling programme (started September 2017) will support all children, in particular, those who are significantly below age related expectation (many of whom are pupil premium children).</p>	<p>Many schools across Kent now use the No Nonsense Spelling programme from Years 2 to 6, and teachers report that they love the flexibility it offers. Children’s spelling is improving across the county, and Kent managed to equal National performance in the SPAG test in 2016 for the first time. The Local Authority identify improvements in spelling as being central to this rise in performance.” Penny Bill, IA Literacy – School Improvement, Kent County Council</p>	<p>Spelling progress scores Lesson observations Pupil interviews</p>	<p>Tanya Cross Subject leaders</p>	<p>Ongoing  On going implementation and further training on NNS spelling work has had a significant impact upon spelling out come s- see 17/18 GPS results</p>
	<p><b><u>ICT support for spelling (WS)</u></b> Lexia spelling programme to be implemented during breakfast club for pupil premium attendees. A range of spelling apps (Spellfix, spag.com) to be downloaded for pupil ipads to be used during interventions.</p>	<p>Lexia improves Reading Scores (R-Y9) Builds Early Literacy Skills Lowest performers benefit the most from Lexia® Proven to close the Reading Gap Supports English Language Learners Helps older learners advance Benefits are tied to consistent usage (good implementation)</p>	<p>Spelling progress scores Track Lexia progress</p>	<p>Tanya Cross</p>	<p>December 2017  Not continued – to review 18/19</p>

	<p><b>Phonics (T)</b>  Phonics training to Y3 staff and TAs who lead intervention groups for pupil premium children  Phonics buddies set up for targeted pupil premium children across school  Intervention groups for focussed PP chn x1 week (with a focus upon spelling)  Pupil premium children to have phonics spelling mat in books (as appropriate)</p>	<p>Teacher identified that while the children can read words using their phonological knowledge, they cannot spell the words too.  The Rose Review was clear in its wish to see both blending and segmenting taught together. This approach develops the teaching of reading alongside the teaching of spelling through its phonics work</p>	<p>Lesson observations  Pupil interviews  Work scrutiny  Coaching  Phonics data</p>	<p>Pippa Moore</p>	<p>December 2017</p> <p>Ongoing Phonics programme – whole staff booster training provided. Specialist teacher tracking progress.  RWI programme: Percentage of children making good progress – came off the programme:  Year 3: 40% off  Year 4: 20% off  Year 5: 3 children down to 1 child  Year 6: No children on phonics  The phonics intervention has had a positive impact upon GPS outcomes.</p>
<p>To significantly improve the percentage of PP children achieving the higher standard in maths.</p>	<p><b>Targeted interventions (T)</b>  Targeted PP maths interventions by teachers (in class 3x per week) working collaboratively on higher level mathematical skills (T)</p>	<p>Research shows that targeted interventions of between 20-30mins in small groups impacts positively on children's attainment and progress levels (Gross 2007)</p>	<p>Data analysis  Observations  Work scrutiny  Pupil interviews</p>	<p>Stacey Wheeler</p>	<p>December 2017</p> <p>Interventions continued and coaching programme implemented – impact see 17/18 sig rise in GDS maths outcomes</p>

<p>Pupils will develop a greater understanding of mathematical language and comprehension of reasoning activities to enable them to reason and solve problems at a higher standard.</p>	<p><b>Half termly GDS morning maths session (T)</b> Once a half term – GDS PP children to partake in a group session (ran by the mathematics leader) to develop GDS skills further.</p>	<p>Working collaboratively enables children to achieve at a level far higher than they would independently (Mercer 2000, Askew and William 1995).</p>	<p>Data analysis Observations Work scrutiny Pupil interviews</p>	<p>Stacey Wheeler</p>	<p>December 2017</p> <p>Not continued due to change in staff ( GDS in morning small group teaching instead ) Impact in 17/18 data for GDS in maths</p>
	<p><b>Mathematical comprehension (WS)</b> Guided reading work on comprehension of mathematical problems for all children to support the understanding of the mathematical problems (WS). Pupil premium children will be a focus for these sessions.</p>	<p>Research shows that children's ability regarding reading comprehension directly impacts on their ability to solve worded mathematical problems.</p>	<p>Observations and pupil interviews with a focus upon mathematical problem solving</p>	<p>Stacey Wheeler</p>	<p>January 2018</p> <p>Data review Maths Lead ( SW ) took part in LA working group to develop comprehension in maths guidance for</p>
	<p><b>Mathematical dictionaries (WS) (CP)</b> Mathematical dictionaries available to pupil premium children in all classrooms to promote understanding of mathematical language.</p>	<p>Research found that access to these dictionaries improved children's understanding/mathematical language.</p>	<p>Observations and pupil interviews with a focus upon mathematical problem solving</p>	<p>Stacey Wheeler</p>	<p>January 2018</p> <p>Data review Still ongoing.</p>
<p>To diminish the difference between PP boys and PP girl's attainment in science.</p> <p>Pupils will develop a greater ability to plan and organise their investigative work and develop the ability to persevere when working</p>	<p><b>Planning of own investigations (CP) (T)</b> Develop use of post it note planning to enable pupil premium boys with the ability to organise their investigative work. CPD to focus on planning investigations and developing boys' ability to persevere when working scientifically (Science week focus). Learning style training to develop thinking skills in learning to support perseverance. Expert Science teacher to work alongside year groups to ensure the curriculum matches boys' needs (with a focus on planning and carrying out own investigations).</p>	<p>Science achievement in the schools visited was highest when individual pupils were involved in fully planning, carrying out and evaluating investigations that they had, in some part, suggested themselves (Maintaining Curiosity, Ofsted). Pupils receiving the Pupil Premium lost ground in five of the 89 schools. The schools concerned cited a poor match of the curriculum to the students' needs (Maintaining Curiosity, Ofsted).</p>	<p>CPD Work scrutiny Coaching</p>	<p>Laura Jarram Sarah Eames</p>	<p>November 2017</p> <p>Curriculum and whole school approach to investigations adapted. Whole school staff CPD completed. Ongoing investigation development CPD.</p>

scientifically.	<p><b>Resources (WS) (CP)</b>  Science leader to order resources to enable boys to be able to conduct investigations for themselves. Complete resources audit and add new resources – send out to staff.  Offer staff training on use of resources.</p>	<p>Pupils must conduct experimental investigations for themselves (Maintaining Curiosity, Ofsted).</p>	<p>Pupil voice  Work scrutiny</p>	<p>Laura Jarram</p>	<p>Implement  September 2017  Review Jan 2017  Resources reviewed and updated – funding secured.</p>
	<p><b>Assessment (WS) (CP)</b>  Science leader to raise the profile and accuracy of Science Assessment with a focus upon tracking of pupil premium progress and attainment. Introduce TAT sheet for Science and include during progress reviews with a focus upon pupil premium children (set progress targets).  Science leader to collect half-termly.</p>	<p>Science teaching was best when teachers conducted accurate and timely assessment of how pupils were developing their understanding of science concepts (Maintaining Curiosity, Ofsted).</p>	<p>Data analysis  Train year group leaders  Regular monitoring of data</p>	<p>Laura Jarram  Teachers  Stacey Belcher</p>	<p>January 2017  Science assessment adapted and tests written for all year groups to match school curriculum. Tracking of Science data profile raised.</p>
	<p><b>CPD (WS) (CP)</b>  To improve pupil premium outcomes, Science leader to ensure frequent CPD to focus upon scientific enquiry for both subject leadership and staff in school.  Subject leader to attend Leicester Primary Leaders Termly, Primary Science Teacher Trust Cluster Half-termly and attend STEM course (9 days).  Teachers to receive personalised support from expert Science teacher.  Subject leader to deliver CPD sessions.</p>	<p>There was a strong correlation between a school's provision of CPD for teaching science (putting scientific enquiry at the heart), and the overall effectiveness of science. (Maintaining Curiosity, Ofsted).</p>	<p>Coaching  Work scrutiny  Staff questionnaires</p>	<p>Laura Jarram</p>	<p>Ongoing  Science leader completed 9 day intensive training and further extended CPD. This was disseminated across school and improved whole school pupil premium outcomes across school. The difference was diminished by an average of 11% across all year groups.</p>
<p>To improve the attainment in reading, writing and maths of pupils who are both PP and on the SEND register.</p>	<p><b>Early intervention and close monitoring (WS)</b>  Children who are not 'on track' to be identified each half term. Profiles created which contain information about each pupil premium child (SEND/SEMH), their barriers to learning and interventions taking place. Updated every half term and meetings held with year group teams.  Develop focussed timeline across the year of early intervention and steps to take dependent on need and data.</p>	<p>Research suggests that Early intervention is the most effective when dealing with SEND children. In order to ensure outstanding progress the impact of an intervention must be evaluated regularly.</p>	<p>Quality and effectiveness of pupil profiles  Year group team meetings</p>	<p>Monique Stretton</p>	<p>October 2017  Half termly  Weekly meeting to discuss SEMH children was effective in supporting needs.</p>

<p>Pupils who are on the SEND register and the PP register will be supported to achieve the combined expected standard.</p> <p>To improve the attainment of pupils who are both PP and involved with the school inclusion team and other external agencies.</p> <p>A reduction in the barriers to learning and their impact upon learning will lead to an increase in the attainment and progress of PP children in all subjects.</p>	<p>Weekly meetings with all staff to support SEMH pupil premium children.</p>				<p>Close monitoring was not successful due to no SENCO being in place from February and onwards.</p> <p>Aim: Next year, to focus on close monitoring of SEN children as a whole school improvement priority.</p>
	<p><b>School based assessment (WS)</b>  SENCO to attend training to gain access to updated school based assessments to support SEND/Pupil premium children.  A school based assessment TA trained in each year group. The TA will be able to conduct assessments that will identify specific difficulties in e.g. literacy &amp; memory.</p>	<p>Once a specific difficulty has been identified, effective support can be put in place so the child can move on with their learning.</p>	<p>Training  Feedback from TA training &amp; moderation/observations of assessments</p>	<p>Monique Stretton</p>	<p>December 2017  SENCO received a range of training, Some training of HLTAs was provided.  Aim: Next year, to build an effective SEN intervention team.</p>
	<p><b>Inclusive classroom practice (WS) and gap work (T)</b>  SENCO to support staff to develop techniques for inclusive classroom practice e.g. dyslexia/memory techniques.  Targeted morning 'gap filling' in each year group – monitored at half-termly SEN/PP review meetings.</p>	<p>An informal approach will not significantly impact on attainment. Children need to be taught in progressive order and teachers should target the gaps in their learning. Strategies that support SEND will support all children.</p>	<p>Learning walks  Review meetings  Coaching  Monitoring progress towards half term targets</p>	<p>Monique Stretton  Year group teams</p>	<p>October 2017  Half termly   Ongoing</p>
	<p><b>Subject leader support (WS) (CP)</b>  SENCO to work with subject co-ordinators to research effective approach to ensure that PP &amp; SEND children achieve in all core areas.</p>	<p>Subject leaders have an expertise in supporting learning for their subject area.</p>	<p>Coaching  Review meetings</p>	<p>Monique Stretton  Subject leaders</p>	<p>Ongoing</p>

<p>To decrease the percentage of PP children (11.6%) who are persistently absent (10% or more of all sessions).</p> <p>A reduction in the number of PP children persistently absent from school will lead to an increase in the attainment and progress of PP children in all subjects.</p>	<p><b>Attendance officer/pastoral manager (T)</b>  Attendance officer/pastoral manager to create individualised attendance plans for persistently absent pupil premium pupils.  Each persistently absent pupil premium child has a personalised folder to monitor and document all interventions and barriers to attendance.  To introduce incentives and reward systems for disadvantaged children who meet attendance targets.  To continue to work closely with EWO and send appropriate warnings to the parents/carers of pupil premium children who fall below targets.  To continue to liaise closely with family support workers and external agencies who are involved with disadvantaged children's families.  To encourage all parents to bring medical appointment evidence.  To inform parents that children can take medicine at school.</p>	<p>Pupil premium children have individual barriers to attendance/access to school. Therefore, personalised approaches must be used to reduce barriers and encourage attendance.</p>	<p>Attendance data  Personalised files</p>	<p>Jean Morris  Sharon Downes</p>	<p>Ongoing  Half termly</p> <p>Attendance officer worked closely with EWO to monitor children falling below targets.  Liaised closely with family support workers.  Personalised folders for persistently absent children created to document all efforts that are made to increase attendance.  Medical certificates are required from all children.</p> <p>Aim: Develop individualised reward systems for targeted families.</p>
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<b>Quality first teaching total budgeted cost</b>	<b>£108 488</b>
<b>Senior Leadership Team total budgeted cost</b>	<b>£11 332</b>
<b>SENCO/PP total budgeted cost</b>	<b>£8 103</b>
<b>Attendance officer total budgeted cost</b>	<b>£8 576</b>
<b>Phonics specialist teacher total budgeted cost</b>	<b>£3 800</b>
<b>Teaching assistants (interventions) total budgeted cost</b>	<b>£55 024</b>
<b>Wider learning opportunities total budgeted cost</b>	<b>£4 000</b>
<b>Breakfast club total budgeted cost</b>	<b>£4 750</b>
<b>Specialist resources total budgeted cost</b>	<b>£4 000</b>
<b>Overall budgeted cost</b>	<b>£209 979</b>
<b>Pupil Premium Money available</b>	<b>£209 929</b>



