

Wincheap Foundation Primary School Pupil Premium Strategy Statement



Summary information					
School	Wincheap Foundation Primary School				
Academic Year	2018 -19	Total estimated PP funding	£198,880	Date of most recent PP Review	July '18
Total number of pupils	440	Number of pupils eligible for PP	140 (32%) (National 23.5%)	Date for next full review of this strategy (milestones linked to Pupil Progress Meetings 3 x yearly)	July '19

Current attainment 2017 - 18			
KS2 Cohort 24 PP pupils - Each PP pupil 4.2%	SLD Disaggregated - Each PP pupil 5%	Pupils eligible for PP -Wincheap Speech and Language Dept (SLD) EHCP/PP Disaggregated	Pupils not eligible for PP (national average)
KS1 Cohort 22 PP pupils - Each PP pupil 4.5%	SLD Disaggregated - Each PP pupil 5.3%		
Y1 Cohort 14 PP pupils - Each PP pupil 7.1%	SLD Disaggregated - Each PP pupil 8.3%		
EYFS Cohort 12 PP pupils - Each PP pupil 8.3%	SLD Disaggregated - Each PP pupil 9%		
% achieving expected standard or above in combined reading, writing & maths KS2		54% 65%	70%
% achieving expected standard or above in reading KS2		75% 90%	80%
% achieving expected standard or above in writing KS2		71% 85%	83%
% achieving expected standard or above in maths KS2		63% 75%	81%
% achieving higher standard in combined reading, writing & maths KS2		4% 5%	12%
% achieving higher standard in reading KS2		33% 40%	33%
% achieving higher standard in writing KS2		8% 10%	24%
% achieving higher standard in maths KS2		21% 25%	28%
% achieving expected standard or above in reading KS1		64% 74%	79%
% achieving expected standard or above in writing KS1		67% 77%	74%
% achieving expected standard or above in maths KS1		73% 84%	80%

% achieving higher standard in reading KS1	14% 16%	29%
% achieving higher standard in writing KS1	14% 16%	18%
% achieving higher standard in maths KS1	14% 16%	25%
% achieving expected standard in phonics	29% 33%	85%
% achieving a good level of development	50% 55%	74%
Current Progress 2017 - 18		
	Pupils eligible for PP -Wincheap SLD EHCP/PP Disaggregated	Pupils not eligible for PP (national average)
Reading progress	1.81 3.19	0.31
Writing Progress	- 1.67 - 0.86	0.24
Maths Progress	- 0.31 1.13	0.31

Barriers to future attainment for pupils eligible for PP at Wincheap

Academic barriers

i.	A number of pupils from disadvantaged backgrounds also have specific learning difficulties that reduce their academic progress, including a significant number in our Speech and Language Department (SLD) with statements / EHC plans for severe and complex speech, language and communication disorders.
ii.	Pupils with poor SEMH linked to deprivation and personal/family circumstances. This slows progress and attainment in all subject areas.
iii.	A significantly higher proportion of pupils eligible for PP have poor oral language skills and use of spoken vocabulary on entry to Reception compared with other pupils, which limits some disadvantaged pupils' attainment in writing by the end of both KS1 and KS2.
iv.	Low levels of academic success/aspiration of a significant number of disadvantaged pupils' parents limit their engagement with school and the support given at home which adversely affects the attainment and progress of these pupils.

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

v.	Attendance rates for pupils eligible for PP are below the target for all pupils (96%) This reduces their school hours and causes them to fall behind.
vi.	Low household incomes deprive pupils of additional extra-curricular activities to enrich their life experiences.

vii.

Poor home learning environments as well as high levels of family support required across the school community through Early Help and Social Service intervention affect progress and attainment for a significant proportion of pupils eligible for PP.

Intended outcomes (specific outcomes and how they will be measured)		Success criteria
a.	Accelerated progress and improved outcomes in phonics: high-quality provision and interventions ensure catch-up for the Year 2 PP cohort who did not reach the expected standard in phonics in Year 1 (although cohort specific due to additional difficulties of a significant proportion: 75%/86% SLD disaggregated PP 2016; 65%/69% SLD disaggregated PP 2016); high-quality phonics provision and interventions to ensure improved outcomes for current Y1.	Pupils eligible for PP make rapid progress in phonics so that an increased proportion reaches the expected standard in phonics at the end of Year 1. Interventions and small group teaching impact positively on progress for the current Year 2 PP cohort so an increased proportion reaches the expected standard by the end of KS1.
b.	Greater proportions of pupils eligible for PP achieving the expected and higher standard comparing favourably with 'other' pupils at the end of KS1 and KS2.	Pupils eligible for PP across the school make equally good or better progress compared with 'other' pupils and the gap in attainment is narrowed. Most-able pupils eligible for PP will achieve the higher standard at the end of KS2.
c.	Increasing rates of progress in KS1 and KS2, especially for PP pupils with SEND in mainstream as well as for those with severe and complex speech, language and communication difficulties in the SLD.	All disadvantaged pupils with SEND/ S&L difficulties make rapid progress in line with targets at regular assessment points and a greater proportion meets age-related expectations. Pupils with multiple needs are swiftly identified and support plans put into place. Interventions put into practice to support these pupils have effective impact and this is shown in the data tracking system.
d.	Improved SEMH of a significant proportion of PP pupils, allowing them to access the curriculum and increase progress and attainment in all subject areas.	Pupils will have improved SEMH, allowing them to make progress in line with their peers. Input from the Specialist Teaching Service and training sessions will improve staff knowledge and application of strategies. Staff will record behaviour concerns on MyConcern and these will be tracked and analysed throughout the year. The behaviour entries on MyConcern will reduce to show the impact of training and STLS input.
e.	Improved communication and language skills and early literacy skills for PP pupils, leading to faster reading and writing progress in KS1 and in subsequent years.	Children eligible for PP make rapid progress by the end of reception so that most make age-related expectations in communication and language, reading and writing. Interventions and small group teaching impact positively on progress in writing across all phase groups.
f.	Improved attendance rates for pupils eligible for PP	Overall PP attendance improves from 94% to 96%+ to bring it into line with the target for ALL pupils. Pastoral and attendance teams to continually monitor and support pupils whose attendance falls below 95%.
g.	Pupils eligible for PP will have the same participation rates as all pupils for activities provided by the school	Equal participation in residential trips, events, activities and extra-curricular activities.
h.	Greater parental engagement with the school. Families continue to engage with Early Help and Social Services - supported by our pastoral and inclusion teams.	Increase in the rates of attendance at parents' evenings, stay and play, Cornerstones innovation challenge events and other events to which parents are invited. DSLs and pastoral and inclusion teams continue to actively identify and support families with complex needs. Continued high-quality liaison with a range of families and children's services.

1. Planned expenditure

Academic year

2018 - 19

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
<p>a.</p> <p>Accelerated progress and improved outcomes in phonics</p>	<p>Additional small group teaching in KS1 with a full-time qualified and experienced teacher and TA to support accelerated progress</p> <p>Regular additional phonics interventions to enable twice daily phonics sessions 4 x weekly</p> <p>Bug Club paired reading 4 x weekly</p> <p>Regular monitoring of progress in phonics starting in Reception with catch up interventions in place for those in danger of falling behind</p>	<p>To ensure that pupils eligible for PP make rapid progress in phonics so that an increased proportion reaches the expected standard in phonics at the end of Year 1, and that an increased proportion of those who did not achieve expected in Year 1 catch up in order to reach the expected standard by the end of KS1. Small group teaching and additional high-quality interventions have been shown to be effective strategies in national studies.</p>	<p>Termly tracking of individual pupils' progress in phonics. For Year 2 pupils, repeat screening to monitor progress in scores.</p> <p>Monitoring of teaching and learning by SLT</p>	<p>DHT reporting to HT and governors</p>	<p>At Pupil Progress meetings in December 2018 March 2019 July 2019</p>
<p>b.</p> <p>Greater proportions of pupils eligible for PP achieving the expected and higher standard comparing favourably with 'other' pupils at the end of KS1 and KS2.</p>	<p>Additional small group teaching in each phase group with a full-time qualified and experienced teacher and TA in each group to support accelerated progress</p> <p>Whole school CPD on metacognitive strategies and self-regulated learning</p> <p>Introduction of CPA approach to maths teaching through implementation of Maths No Problem mastery teaching scheme with associated CPD for teachers and TAs to support pupils' deeper understanding and ability to apply their learning to new contexts and to reason and solve problems</p>	<p>To ensure that pupils eligible for PP make accelerated progress by investing in small group teaching and the promotion and teaching of metacognitive strategies - both shown to be effective by EEF research</p> <p>CPD is central to the school's uncompromising approach to ensuring that all staff understand that disadvantaged children are deserving of excellent outcomes and that all support this goal.</p> <p>The CPA approach to maths teaching will support lower attaining PP pupils and those with SEND whilst providing challenge for the most able through mastery challenge. CPD support for teachers in planning and reviewing practices for all attainment groups will have impact on narrowing the gap.</p>	<p>Regular monitoring of lessons, pupils' work and pupil progress reviews led by SLT</p> <p>Courses selected using evidence of effectiveness</p> <p>INSET days and staff meetings to deliver training</p> <p>Lessons from training embedded in school policy</p>	<p>DHT reporting to HT and governors</p>	<p>At Pupil Progress meetings in December 2018 March 2019 July 2019</p>

<p>c.</p> <p>Increasing rates of progress in KS1 and KS2, especially for PP pupils with SEND in mainstream as well as for those with severe and complex speech, language and communication difficulties in the SLD.</p>	<p>Many PP pupils with additional needs taught in the additional small teaching groups in each phase group, taught by a full-time qualified and experienced teacher and TA in each group to support accelerated progress</p> <p>Teachers work in conjunction with speech therapists to plan learning and track progress</p> <p>Additional specialist TA support in the SLD. CPD for TAs.</p> <p>.Whole staff CPD in dyslexia and strategies for pupils with complex S&L difficulties delivered by a dyslexia specialist and the Speech and Language Therapy team.</p>	<p>To ensure that pupils eligible for PP make accelerated progress by investing in small group teaching shown to be effective by EEF research studies</p> <p>To provide additional capacity for interventions planned by teachers and Speech and Language therapists through higher staffing ratios with trained and specialist TAs</p> <p>Specialist CPD on dyslexia and effective teaching strategies for S&L will support the progress of identified pupils and those from the SLD who integrate into mainstream for some of their learning.</p>	<p>Regular monitoring of lessons, pupils' work and pupil progress reviews led by SLT</p> <p>CPD selected using evidence of effectiveness</p> <p>INSET days and staff meetings to deliver training</p> <p>Lessons from training embedded in school policy</p>	<p>SENCo reporting to HT and governors</p>	<p>At Pupil Progress meetings in December 2018 March 2019 July 2019</p>
<p>d.</p> <p>Improved SEMH of PP pupils, allowing them to access the curriculum and increase progress and attainment in all subject areas.</p>	<p>Introduction of regular forest school for all year groups with additional sessions for identified vulnerable PP pupils</p> <p>Implementation of the Cornerstones curriculum with exciting Wow and Innovation learning experiences and trips to support the enrichment of pupils' learning</p>	<p>Forest school has been identified as promoting resilience and well-being and has proved effective in improving outcomes for some of our vulnerable pupils as identified in pupil progress reviews.</p> <p>Engagement with a stimulating curriculum and real -life experiences have been shown in school to impact positively on progress and attainment, especially in writing.</p>	<p>Regular monitoring of lessons, pupils' work and pupil progress reviews led by SLT</p> <p>PASS survey to track individuals' and groups' engagement with learning and attitudes to school</p>	<p>DHT reporting to HT and governors</p>	<p>At Pupil Progress meetings in December 2018 March 2019 July 2019</p>

<p>e.</p> <p>Improved communication and language skills and early literacy skills for PP pupils, leading to faster reading and writing progress in KS1 and in subsequent years.</p>	<p>Additional capacity to support progress in the Reception classes provided by:</p> <ul style="list-style-type: none"> 2 qualified and experienced teachers (one F/T and one 0.60 in terms 1 and 2) speech and language link assessments with follow up interventions planned and delivered by a qualified teacher 4 mornings per week An additional F/T apprentice TA <p>Additional small group teaching in each phase group with a full-time qualified and experienced teacher and TA in each group to support accelerated progress in phonics, reading and writing</p> <p>Forest school sessions and the implementation of the Cornerstones curriculum for all year groups with Wow moments and innovate challenges with opportunities to stimulate writing</p>	<p>To ensure that pupils who start school with poor vocabulary and oral skills make rapid progress through the provision of intense and targeted support in phonics and early literacy development based on screening and the analysis of individual need</p> <p>To ensure that pupils eligible for PP make accelerated progress by investing in small group teaching shown to be effective by EEF research studies</p> <p>Research suggests that outdoor learning and exciting learning opportunities /trips promote language skills and writing</p>	<p>Regular monitoring of lessons, pupils' work and pupil progress reviews led by SLT</p> <p>INSET days and staff meetings to deliver CPD linked to outdoor learning and the Cornerstones curriculum</p> <p>Lessons from training embedded in school policy</p>	<p>DHT</p> <p>SENCo</p> <p>reporting to HT and governors</p>	<p>At Pupil Progress meetings in December 2018 March 2019 July 2019</p>
Total budgeted cost					£211,681

ii. Targeted support					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
<p>d.</p> <p>Improved SEMH of PP pupils, allowing them to access the curriculum and increase progress and attainment in all subject areas.</p>	<p>Input from the Specialist Teaching Service and outreach from local special school to support teachers in effective classroom practice for individual pupils</p> <p>Provision of in-school counselling with a specialist counsellor and CBT and 1:1 support for identified pupils by pastoral manager.</p> <p>Work with the local well-being hub linked to a local secondary school with workshops for pupils in Years 4, 5 and 6 with a qualified psychologist</p>	<p>Positive learning behaviour and improved well-being leads to increased progress and attainment.</p> <p>Internal monitoring shows specialist counselling to have a positive impact on the well-being and progress of some individual pupils.</p> <p>Support for pupils as they approach secondary school age has been shown to impact positively on the well-being and progress of our pupils as they move towards transition.</p>	<p>Regular monitoring of lessons, pupils' work and pupil progress reviews led by SLT</p> <p>PASS survey to track individuals' and groups' engagement with learning and attitudes to school</p>	<p>SENCo</p> <p>reporting to HT and governors</p>	<p>At Pupil Progress meetings in December 2018 March 2019 July 2019</p>

<p>f.</p> <p>Improved attendance rates for pupils eligible for PP</p>	<p>Monitoring and action to improve attendance by attendance officer leading to increased overall PP attendance to 96%+ to bring it in line with ALL pupils</p> <p>Incentives to improve and maintain good attendance</p> <p>Pastoral and attendance teams to continually monitor pupils whose attendance falls below 95% with a range of actions to address this effectively</p> <p>CPD in London for attendance officer on national best practice</p>	<p>Regular attendance in school is essential for accelerated progress and improved attainment.</p> <p>Incentives and rewards coupled with actively addressing issues concerning attendance have been shown by national research and policy to impact positively on attendance.</p> <p>CPD will ensure the school is following current national guidance on best practice.</p>	<p>Regular monitoring of attendance shared with and challenged by governing body</p> <p>Weekly figures collated by attendance officers and shared with staff, parents and pupils in weekly assemblies</p>	<p>HT</p>	<p>At Pupil Progress meetings in December 2018 March 2019 July 2019</p>
<p>g.</p> <p>Pupils eligible for PP will have the same participation rates as all pupils for activities provided by the school</p>	<p>Funding to be allocated to subsidise Cornerstones Wow moments and innovate challenges, participation in sports clubs and tournaments, school outings and the Year 6 week long residential trip to ensure equal access for PP pupils</p> <p>Additional targeted subsidies for PP pupils</p>	<p>Due to the school's location in an area of relatively high deprivation, many pupils do not regularly experience a range of enrichment opportunities to broaden their experiences both inside and outside the national curriculum. Funding will ensure that pupils from low income families are able to take part in the full range of learning and extra-curricular opportunities which impact positively on progress and attitudes to learning.</p>	<p>Regular monitoring led by SLT of pupil progress and participation in trips and visits</p> <p>PASS survey to track individuals' and groups' engagement with learning and attitudes to school</p>	<p>HT</p>	<p>At Pupil Progress meetings in December 2018 March 2019 July 2019</p>
<p>h.</p> <p>Greater parental engagement with the school. Families continue to engage with Early Help and Social Services - supported by our pastoral and inclusion teams</p>	<p>Transition meetings for parents and pupils starting in Reception</p> <p>Stay and Play Sessions</p> <p>Regular events encouraging parents into school to celebrate pupils' learning e.g. Cornerstones innovate challenges, sporting events, music events, Rockestra and Festival on the Field, annual nativity and Y6 productions</p> <p>Signposting to Children's Centres, Early Help and other sources of support</p> <p>DSLs and pastoral and inclusion teams continue to actively identify and support families with complex needs. Continued high-quality liaison with a range of families and children's services</p>	<p>Parents are informed about their children's learning in school and how best to support.</p> <p>Effective home/school partnerships are built from the outset and maintained throughout KS1 and KS2 to increase the amount of support pupils receive at home complementing learning in school.</p> <p>Targeted and ongoing support ensures that vulnerable pupils are supported effectively as well-being is essential to academic progress.</p>	<p>Parental feedback</p> <p>Subject leader reports</p> <p>Pastoral team reports</p>	<p>HT</p> <p>Pastoral Manager reporting to HT and governors</p>	<p>At Pupil Progress meetings in December 2018 March 2019 July 2019</p>
Total budgeted cost					£26,767

iii. Other approaches					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
<p>b.</p> <p>Greater proportions of pupils eligible for PP achieving the expected and higher standard comparing favourably with 'other' pupils at the end of KS1 and KS2.</p>	<p>Book Busters</p> <p>Writing Wizards, Maths Magicians, Star of the Week all celebrated with small rewards in weekly assemblies</p> <p>Full participation in a wider range of broader learning all learning experiences through the introduction of Cornerstones and the embedding of forest school and outdoor learning for all year groups</p> <p>Bug Club reading paired reading and individual and small group targeted interventions across year groups</p>	<p>Through experience we have implemented a range of interventions and incentives which have proved successful in improving progress and attainment.</p>	<p>Regular pupil progress reviews</p> <p>Monitoring of impact by SLT at pupil progress reviews</p> <p>Feedback from parents and pupils</p>	<p>DHT reporting to HT and governors</p>	<p>Ongoing</p>
<p>e.</p> <p>Improved attendance rates for pupils eligible for PP</p>	<p>Whole school initiatives and incentives/rewards to drive higher percentages of attendance and reduce rates of persistent absence</p> <p>Performance management targets for all teachers linked to improving attendance</p> <p>Whole school culture of attendance to be promoted in all classes and at whole school events and weekly assemblies</p>	<p>Regular attendance is key to accelerated progress. A whole school culture of attendance is known to impact positively on attendance.</p>	<p>Regular monitoring and actions to address attendance issues shared with and challenged by governing body</p> <p>Weekly data shared with staff, parents and pupils</p>	<p>HT</p>	<p>At Pupil Progress meetings in December 2018 March 2019 July 2019</p>
Overall budgeted cost					£238,448

2. Review of expenditure

Previous Academic Year	2017 - 18		Total PP Funding £206,210	
i. Quality of teaching for all				
Intended outcome	Action	Impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
<p>Greater numbers of pupils eligible for PP achieving ARE in line with 'other' pupils at the end of KS1 and KS2</p>	<p>Additional small group teaching in each phase group with a full-time qualified and experienced teacher and TA in each group to support accelerated progress</p> <p>Targeted interventions planned and delivered by teachers or trained TAs supported by CPD</p> <p>Teacher-led interventions in reading and writing in KS1 (e.g. Bug club paired reading across year groups, phonics, acceleread)</p>	<p>To ensure that pupils eligible for PP make accelerated progress so that a greater proportion reaches ARE by investing in small group teaching and targeted interventions</p> <p>To consolidate the increase in the proportion of disadvantaged pupils reaching the expected standard and working at greater depth in writing in the end of KS1 national tests</p> <p>Impact: the percentage of PP pupils achieving at expected in reading, writing and maths was broadly on or above national at the end of KS1 and KS (SLD EHCP disaggregated).</p>	<p>Positive impact was demonstrated in end of KS2 assessments, especially in reading and writing at the expected standard and reading and maths at greater depth. Continued focus is needed on increasing the proportion of pupils working at greater depth in writing, which will also impact on the combined measure.</p> <p>In Year 2, 3 PP pupils with statements/EHC plans impacted on our headline data, but disaggregated data shows consolidation of improved progress in writing for disadvantaged pupils.</p> <p>Small group teaching was also shown to improve attitudes to learning for a significant number with SEND and/or SEMH difficulties enabling better progress.</p> <p>This approach will continue in 2018 - 19.</p>	<p>£124,053</p>
<p>To improve outcomes for PP pupils through an increase in engagement in learning, by improved attendance and punctuality and a broadening of experiences to promote learning across the curriculum</p>	<p>Introduction of forest school provision taught by a full-time qualified teacher. Staff CPD and rolling out forest school curriculum and outdoor learning to all year groups with a particular focus on PP pupils to support learning, attendance and engagement with school, and additional forest school sessions for targeted PP pupils</p> <p>Development of the forest school site and purchase of a tepee to enable year round outdoor learning</p> <p>Appointment of an Attendance Officer and the introduction of a range of initiatives to drive improved attendance</p>	<p>Improved attendance and punctuality for targeted pupils</p> <p>Improved engagement in learning as evidenced through the PASS survey</p> <p>Impact: All pupils attend forest school. Analysis of PASS survey results showed improved engagement in learning for targeted PP pupils. Analysis of in-school data showed improved punctuality for a number of targeted PP children. Persistent absence has dropped from 11.9% in 2016 - 17 to 7.4% in 2017 -18 as shown by in-school data. School data shows an increase in PP attendance from 93.29% in 2016 -17 to 93.96% in 2017 - 18.</p>	<p>Monitoring showed that regular use of forest school and outdoor learning impacted positively on improving attendance, punctuality and engagement with learning resulting in raised attainment at regular assessment points for a number of identified PP pupils.</p> <p>This approach will continue in 2018 - 19.</p>	<p>£29,394</p>

<p>To support accelerated progress in reading and writing for PP pupils, particularly those with SEND in addition to eligibility for PP, whose language and communication skills on entry were very low</p>	<p>Staff training for phonics for PP pupils with additional SEND and specialized phonics interventions for this group</p> <p>Additional phonics interventions linked to speech and language assessments and advice from S&L therapists as appropriate and delivered by a qualified teacher with additional SEN specialist knowledge</p>	<p>Increased proportion reaching the expected standard in phonics by the end of KS1 and reaching expected in reading and writing at the end of KS1</p> <p>Impact: The percentage of PP pupils achieving at expected in reading and writing (SLD EHCP disaggregated) was broadly on or above national at the end of KS1. The significant dip in the proportion of PP pupils reaching the expected standard in phonics at the end of Year 1 was anticipated and cohort specific (75%/86% SLD disaggregated PP 2016; 65%/69% SLD disaggregated PP 2016) relating to additional difficulties of a significant proportion due to SEND and/or personal and family circumstances and their resulting particularly low levels in communication and language on entry.</p>	<p>High-quality phonics provision and interventions will be in place to ensure improved outcomes for current Y1 and catch-up for the current Year 2 pupils with the impact monitored at pupil progress reviews. This strategy has proved effective in previous years, demonstrated in the proportions of PP pupils reaching the expected standard in 2016 and 2017.</p> <p>This approach will continue in 2018 - 19.</p>	<p>£15,624</p>
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ii. Targeted support				
Intended outcome	Action	Impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improved SEMH of a number of identified PP pupils, allowing them to access the curriculum and increase progress and attainment in all subject areas</p>	<p>Implementation of a nurture provision with a dedicated full-time teacher and TA to support progress for disadvantaged pupils with social, emotional and mental health difficulties</p> <p>CPD in nurture provision and Boxall profiling</p>	<p>Improved well-being for identified vulnerable pupils as evidenced through Boxall assessments</p> <p>Impact: This approach had a significant effect on a small but significant number of pupils with SEMH difficulties who were at risk of exclusion. Clear improvements in SEMH were demonstrated in Boxall follow-up assessments. These pupils have now been successfully re-integrated into the classroom and show significantly improved behaviour for learning.</p>	<p>At the time, the primary need for the identified group of PP pupils was for nurture provision to enable them to access learning. This having been achieved, the preferred approach has been to introduce an additional small group for these pupils for English and maths across Years 3 to 5 taught by an experienced teacher, supplemented by additional forest school sessions.</p>	<p>£60,000</p>

<p>Increased participation rates for pupils eligible for PP in a range of learning, sport and extra-curricular activities provided by the school</p>	<p>Enabling participation in extra-curricular and sporting activities for targeted pupils to promote attendance, self-esteem and well-being which will contribute to their progress in school</p> <p>Subsidies enabling all PP pupils in Year 6 to attend the week-long outdoor adventurous activities residential trip</p>	<p>To enable the progress of PP to be commensurate with that of 'other' pupils in our school at regular assessment points, through improved attendance and punctuality and better self-esteem and engagement in learning</p> <p>Improved attendance supporting attainment and progress of identified vulnerable pupils at regular assessment points</p> <p>Impact: Increased participation in extra-curricular activities of PP pupils. All PP pupils were able to attend the Y6 residential trip. School data shows an increase in PP attendance from 93.29% in 2016 -17 to 93.96% in 2017 - 18. The percentage of PP pupils achieving at expected in reading, writing and maths (SLD EHCP disaggregated) was broadly on or above national at the end of KS1 and KS2.</p>	<p>The Year 6 residential trip in September each year is a tried and tested method in our school for improving key PP pupils' self-confidence, resilience and motivation to succeed in their learning. The impact is reflected in our Year 6 SATs results.</p> <p>Increased participation in other broader opportunities both within the curriculum and as extra-curricular activities impacted positively on improved attendance, resilience and engagement for identified PP pupils resulting in better progress at termly assessment points.</p> <p>This approach will continue in 2018 - 19.</p>	<p>£6000</p>
<p>Higher rates of progress across KS1 & 2 for pupils with severe and complex speech, language and communication difficulties in addition to being eligible for PP</p>	<p>Deployment of additional teaching assistants in the SLD to facilitate interventions and accelerate progress, particularly for disadvantaged pupils. Designated time for liaison with the Speech and Language Therapy team to plan learning for individuals and groups.</p>	<p>Improved progress in reading, writing and maths in line with individual targets for PP pupils with EHC plans in the SLD at regular assessment points</p> <p>Impact: Tracking showed a positive impact in enabling pupils in the SLD to reached personal targets set jointly by teachers and the speech therapy team at termly assessment points.</p>	<p>In the light of the findings of the Rochford Review, we will also be investing in an assessment system and CPD for its effective implementation to enable small steps of progress to be tracked more closely for pupils with EHC plans in the SLD who are working at P Levels, This will enable teachers to plan for next steps in learning and to measure impact with increasing accuracy.</p> <p>This approach will continue in 2018 - 19.</p>	<p>£10,300</p>
<p>Families supported by our pastoral and inclusion teams including for engagement with Early Help and Social Services</p>	<p>DSLs and pastoral and inclusion teams continue to actively identify and support families with complex needs. High-quality liaison with a range of families and children's services</p>	<p>Targeted and ongoing support ensures that vulnerable pupils are supported effectively as well-being is essential to academic progress.</p> <p>Impact: Effective home/school partnerships increased the amount of support that some vulnerable pupils received both in the home and in school to enable them to access and engage with learning more fully. Impact was seen in our end of KS 1 and 2 results with the SLD EHCP disaggregated percentages of PP pupils achieving at expected in reading, writing and maths broadly on or above national.</p>	<p>This approach will continue in 2018 - 19.</p>	<p>£12,647</p>

iii. Other approaches				
Intended outcome	Action	Impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Improved attendance rates for pupils eligible for PP	Introduction of an attendance officer combined with a whole school drive to promote attendance	To improve attendance and reduce persistent absence for pupils eligible for PP Impact: In-school data shows an increase in PP attendance from 93.29% in 2016 -17 to 93.96% in 2017 - 18. Persistent absence has dropped from 11.9% in 2016 - 17 to 7.4% in 2017 -18 as shown by in-school data.	The appointment of an attendance officer has given capacity to monitor attendance and drive initiatives which are having a positive effect on attendance and persistent absence as shown by school data. This approach will continue in 2018 - 19.	As above
Overall Total Expenditure				£258,018