



Whiteley Primary School - Pupil premium strategy statement

Summary information					
School	Whiteley Primary School				
Academic Year	2018-19	Total PP budget	£53,560	Date of most recent PP Review	Sept 18
Total number of pupils	627	Number of pupils eligible for PP	50	Date for next internal review of this strategy	July 19

Current attainment				
	<i>Pupils eligible for PP (WPS) – inc. FSM, LAC</i>	<i>All pupils (WPS)</i>	<i>Pupils eligible for PP (National)</i>	<i>All pupils (national average)</i>
% at expected standard for reading at end of KS2	70%	81%	64%	75%
% at expected standard for writing at end of KS2	80%	85%	67%	79%
% at expected standard for maths at end of KS2	80%	91%	64%	76%
% at expected standard for GAPS at end of KS2	100%	93%	67%	78%
% achieving expected standard in reading, writing & maths at end of KS2	50%	69%	51%	61%

Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	A significant proportion of YR pupils (including PP pupils) entering school at risk of falling behind in the areas of Speaking and Listening and Attention, which impacts on their progress across the curriculum.
B.	Social communication or behavioural difficulties for a small group of PP pupils has a detrimental effect on their academic progress and can impact that of their peers.
C.	Data for current PP pupils shows that over 50% of pupils are currently below ARE in one or more core curriculum areas, and whilst they may be making progress in line with their starting points, additional support is required to support them closing the gaps with their peers.
External barriers	
D.	External factors such as lower attendance, parenting skills, lower aspirations, and mental health issues affect engagement with school and progress for some PP pupils.
E.	Service family pupils affected emotionally by a parent away which can affect concentration and progress.

Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Improve communication and language skills for pupils eligible for PP in Reception/Y1 classes.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that pupils eligible for PP meet age related expectations. Any pupils in Y1 who did not gain ELG for listening and attention are supported in achieving this by Dec of Y1.
B.	Improve behaviour of identified PP pupils to minimise impact on their learning and that of their peers, with a particular focus on supporting LAC.	Fewer behaviour incidents of these pupils as recorded through exclusions, RPI records, blue/red card incidents, with pupils better able to access the classroom environment.
C.	PP pupils are supported in closing the gap with their peers, to increase the number working at ARE by the end of the year.	By July 2019 a greater number of pupils eligible for PP are working at ARE as shown through teacher assessments/NFER tests. Standardised scores show that pupils in KS2 are making accelerated progress.
D.	PP pupils are provided with timely and effective pastoral support in school to address external barriers to learning, to minimise impact of attendance, parenting skills and mental health issues on progress and engagement, and to raise aspirations.	Increased attendance figures for PP pupils. PP who access pastoral support are shown to be making appropriate progress in comparison to their peers.

Planned expenditure

Academic year

2018-19

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

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP pupils are supported in closing the gap with their peers, to increase the number working at ARE by the end of the year.	Whole school focus on develop mastery approach for maths. Two lead teachers identified to be part of the maths hub teacher work group, developing their expertise , then working with a mastery teacher within the school to develop an action plan and implement across the school, developing the mastery approach.	The EEF toolkit states that n average, mastery learning approaches are effective, leading to an additional five months' progress.	Termly visits from maths mastery teacher, working alongside the maths leads and the HT. Link governor focus during the year and report to curriculum committee of governors.	LP AG BS	Termly—work sampling and learning walks.
	Whole school focus on developing challenge in writing to support pupils in achieving greater depth standard at the end of the key stage. INSET from HIAS English advisor with follow up support and monitoring from English team. All teachers to have as performance management focus. Includes focus on metacognition.	Work sampling by English team with HIAS member, data scrutiny and learning walks showed that whilst teachers are becoming more confident at teaching to support age related expectations, there are lost opportunities to support challenge within the writing process. EEF toolkit states that metacognition strategies have consistently high impact.	Regular subject team monitoring. Lesson observations of year groups to check on consistency of approach. Regular staff meeting input from English team. Support for specific year groups for planning from English team as appropriate. English team to attend core provision training to support their role.	LP SC (KS2) BD (KS1)	Termly – work sampling.
	Focus on challenge within Y1 to ensure that the developments carried out in YR last year are built upon and that there is an appropriate transition between YR and Y1, whilst ensuring appropriately high expectations for our Y1 pupils. Involvement of an NPQH placement to support with action planning and delivery of this strategy.	Focussed work in YR last year led to significant increase in children achieving GLD at the end of YR, as well as more pupils reaching 'exceeding' in maths and literacy. This cohort have now moved to Y1 and we need to ensure that this cohorts' needs are met and that expectations are raised.	YR/1 phase leader supported with NPQH placement in Autumn/Spring. Reports to curriculum committee of governors. Phase leader on-going learning walks. Formal monitoring.	SH	Summer term—HT report

	Continued development of the use of peer to peer support, including lesson study, to support teacher and TAs in identifying the most effective ways of working with specific pupils. All RQTS provided with a peer mentor and given quality time each term for mentoring and to carry out observations of teaching in each other's classrooms to develop quality of teaching.	Part of our whole school strategy for maintaining and developing the quality of teaching and learning.	School improvement plan—member of SLT assigned as peer support champion. Termly feedback from RQT mentors.	BS LP	Termly
Improve communication and language skills for pupils eligible for PP in Reception/Y1 classes.	Continued use of the 'Keep on Talking' (KOT) project initiatives, including in-house updates for staff from lead teacher for KOT, YR staff attending early years drop in sessions at other schools, open sessions for YR parents with a focus on language and communication, in-house training for LSAs for language interventions.	The KOT project has been shown to be effective in Hampshire in supporting pupils who enter school at risk of falling behind in language and communication. We want to ensure that lessons learnt from being involved in the project in the past continue to be implemented and that we further the involvement of parents.	Part of YR/1 phase action plan. Teacher who lead KOT project in school to remain key staff lead for KOT. LSA time allocated to ensure that quality time is provided for speaking and listening groups in YR/1.	CM SH	Summer Term
	One teacher and two TAs to be trained in 'Talk Boost for KS1' - a structured programme to develop language development through a 10 week intervention which is supported through linked whole class activities.	Evaluations of the programme show that on average children made between 9-18mths progress in language levels over the 10 week period of the intervention. EEF states that on average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	Part of YR/1 action plan. In/out assessment of children. Lead teacher to monitor progress of children and to cascade info to other teachers in the phase.	CM SH	At end of each 10 week programme.
Total budgeted cost					6,500

li. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve behaviour of identified PP pupils to minimise impact on their learning and that of their peers.	Consistent 1:1 support provided for individual pupils at key times (transition/meet and greet/core sessions) to ensure implementation of routines, visual timetables, preparation for transition and support for group interaction. 2 x 0.5 FTE LSAs employed to work with specific pupil.	Difficulties with behaviour affect concentration and focus, and have a negative impact on the individual's progress as well as their peers. Consistent support to avoid peaks in behaviour help to ensure that learning time is maximised for the individuals and those around them.	LSAs to work closely with class teachers and TAs to help support consistency. Focus on developing individual resilience and independence so that they don't become over-reliant on adult support. Reviewed through SENSAs reviews.	VS	Termly
Improve communication and language skills for pupils eligible for PP in Reception/Y1 classes.	Employment of 1 x 0.5 FTE LSA to focus on language and communication group work in YR/1, trained in how to deliver Nursery Narrative and Time to Talk interventions. Screening of targeted pupils in YR carried out by TA specialised in speech and language programmes.	Linked to involvement in KOT project – programmes shown to be effective in helping pupils to meet ELGs for language and communication. EEF toolkit suggests that oral language interventions can be effective, particularly in the early years.	Groupings overseen by YR/1 phase leader and Inclusion Manager. Impact measured through FSP progress. Pupils identified through use of Language Links screening programme. Trained teacher of KS1 Talk Boost cascade to other teachers to make sure strategies are used across all YR classes as well as in group sessions.	VS SH	Termly
PP pupils are supported in closing the gap with their peers, to increase the number working at ARE by the end of the year.	Use of specific reading intervention proven to help pupils who don't learn phonetically (inc. PP pupils). Training for new staff plus time to carry out interventions 3 x per week.	Not all children are able to learn phonetically – the literacy toolkit is designed to work alongside phonics programmes to support children with reading for whom phonics alone is not working.	Overseen Inclusion manager and YR/1 phase leader. Careful targeting of children. Review through progress meetings.	VS SH	Termly
	Additional experienced Y6 teacher (maths specialist) to be available 0.2 FTE to allow provide focussed teaching for groups of Y6 pupils including those working at greater depth and those at risk of falling behind. For 12 weeks, this work to be increased to 0.4 FTE to support those who are below ARE. A similar approach to be used in Y5 with a 0.1 FTE experienced teacher to work with pupils at greater depth in maths, allowing class teachers to focus on those pupils who need additional support to be secure.	Smaller group teaching enables teachers to give high quality feedback which EEF Toolkit suggests is an effective way to improve attainment.	Monitor teaching, learning and planning. Pupil outcomes.	AG SC	July 2019

	<p>Performance management focus on developing teacher standard 5— meeting the needs of the range of children within the class. All teachers to choose 3 pupils within the class to focus on particularly to develop their knowledge, skills and strategies for overcoming barriers for learning. Underperforming PP pupils to be targeted for this focussed work, with teachers encouraged to use action research, reading and sharing of expertise to help them overcome barriers to learning.</p>	<p>We know that sometimes our more vulnerable learners spend more time with TAs than teachers which has a negative impact on progress. We want to ensure our teachers are equipped and take responsibility for the learners in their class who are harder to reach. This will help to develop teacher capacity for supporting disadvantaged pupils.</p>	<p>Overseen by phase leaders through line management— regular learning walks and performance management reviews.</p>	<p>VS</p>	<p>July 2019</p>
	<p>Introduce reading mentors for PP pupils not at ARE for reading from the Autumn term – reading sessions at least 2x weekly, supporting pupils who do not regularly read at home in having regular practice.</p>	<p>EEF Toolkit states that peer tutoring can have a moderate impact for low cost. We have identified a number of PP pupils do not have a positive role model for learning at home (lack of reading, homework support, aspirations).</p>	<p>Overseen by IM. Reading ages assessed before and during year to assess progress.</p>	<p>VS</p>	<p>July 2019</p>
	<p>Additional experienced upper school teacher to be available 0.1 FTE to allow focussed teaching for groups of Y4/Y5 pupils who are below ARE for English to support them in developing word reading skills alongside specific development of comprehension skills, linked to their needs, and to support them in their writing development.</p>	<p>Smaller group teaching enables teachers to give high quality feedback which EEF Toolkit suggests is an effective way to improve attainment.</p>	<p>Monitor teaching, learning and planning. Pupil outcomes.</p>	<p>AG PE</p>	<p>July 2019</p>
Total budgeted cost					<p>£30,000</p>

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>PP pupils are provided with timely and effective pastoral support in school to address external barriers to learning, to minimise impact of attendance, parenting skills and mental health issues on progress and engagement.</p>	<p>Continue the development of a pastoral support team in school. On-going training to ensure that staff remain up to date and able to deploy new methods. Implementation of specific programmes including FEIPS and Art & drawing therapy.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p>	<p>Monitored through link governor/curriculum committee reports. Overseen by inclusion manager. Half termly meetings with team. Impact statements for each series of sessions.</p>	VS	Termly
	<p>Allocated time for ELSA to develop role further as home-school link worker, with a particular focus on improving attendance of PP pupils.</p>	<p>Poor attendance impacts on progress – home-school link worker to focus on improving attendance and punctuality for PP pupils.</p>	<p>Termly attendance monitoring with HT</p>	LP	Termly
	<p>Work towards becoming an 'attachment friendly school. Inclusion manager to attend 4.5days training. Cascade to staff</p>	<p>Significant number of LAC/adopted pupils in school with attachment difficulties which effect mental health and well-being. Training advocated by county 'virtual HT' for LAC.</p>	<p>Part of school improvement plan—overseen by inclusion manager and link governor.</p>	VS	Summer term
	<p>Inclusion Manager + ELSA to provide nurture groups 4 afternoons per week – 1 x KS1 group twice a week, 2 x KS2 groups for once a week, including PP pupils. Inclusion manager to offer weekly drop-in sessions for Young Carers (some of whom are also FSM).</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p>	<p>Gov link visit. Monitoring of quality of T&L</p>	VS	Termly
	<p>Support groups specific for service families – including Friday Forces Lunch, 'Skype' conversations, parent drop in sessions.</p>	<p>At times, pupils from service families need additional pastoral support when a parent is absent due to deployment.</p>	<p>Inclusion manager to oversee.</p>	VS	Summer term

PP pupils are supported in closing the gap with their peers, to increase the number working at ARE by the end of the year	Continuation of reading challenge and incentives in Y1-Y3 to encourage children to read aloud at home. Introduce extended challenge for Y4 pupils.	Reading progress in KS1 was improved last year due to introduction of the challenge. Very well received by parents and enabled us to target those who were not reading regularly at home to complete the challenge. .	High profile in assemblies/ newsletters/classrooms. Termly feedback regarding impact from class teachers.	LP	Summer term
	Subsidies for FSM pupils to undertake music tuition, school clubs and residential trips	Important for PP pupils to have access to the same opportunities as their peers.	Overseen by inclusion manager	VS	Summer term
All outcomes	<p>Provide dedicated time for inclusion manager to ensure that the actions above are monitored, supported, and directed/targeted appropriately and that teachers are well equipped to meet the needs of PP within their class through mentoring, training and support.</p> <p>As part of her time, she will also be running Friday Forces lunch for service families, facilitating support for service pupils such as 'Skype' with absent parents, and ensuring that we can be responsive to the needs of PP pupils as they arise.</p>	We want to ensure that the numerous strategies and interventions put in place are monitored well and that teachers are provided with the support in how best to help their learners – this requires dedicated time from a member of the SLT and without a class commitment, the inclusion manager can be an advocate for all PP children.	Link governor and report to curriculum committee. Regular meetings with SLT. Data analysis of PP pupils, along with other vulnerable groups.	LP	Summer term
Total budgeted cost					£22,060

Review of expenditure				
Previous Academic Year		2017-18		
Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
PP pupils are supported in closing the gap with their peers, to increase the number working at ARE by the end of the year.	Continue whole school focus on pupils who are 'close to' ARE. This will include Pupil progress meeting focus on this group Planned interventions, adapted for pupil needs Provision of regular 'catch up time' linked to marking policy Use of lesson study approach to support teachers in identify the best ways to support pupils who are not yet at ARE. SLT members to have additional non-contact time this year – part of this time to be spent in classrooms to ensure implementation of school priorities.	<ul style="list-style-type: none"> -increased attention by all class teachers on pupils who need catch up strategies. increased proportion of all pupils meeting ARE in maths and writing at the end of Y6 Increased proportion of pupils at end of Y6 who met ARE in all subjects. 	Continue this approach as there is need to work with 'close-to' pupils earlier in the primary years to help ensure that the gap at the end of Y6 with their peers has been narrowed. Lesson study was not adopted by all year groups— other forms of peer observation used instead. Need to continue developing the use of lesson study as a strategy for developing high quality T&L/ Phase leaders need to continue to keep PP pupils as a high priority in pupil progress meetings,	£12,000
	Develop approach to planning in English to ensure that GAPS objectives are taught as part of writing units, and that the learning journey in English supports quality writing outcomes. This will include – INSET from HIAS English advisor on the writing, including use of drafting and editing, and how to use quality texts as stimulus.	<ul style="list-style-type: none"> Improved teacher confidence in GAPS has let to more consistent approach to delivery. Highest GAPS results for Y6 (93%) with 100% of PP pupils achieving ARE. 	English team to continue to ensure that this approach is consistently used across the school and that the editing approaches introduced last year are embedded.	
	Specific training for TAs/LSAs – good to outstanding – focussing on how to work most effectively to scaffold learning for children 3 ½ days of INSET from school improvement partner Paired approach in school to facilitate sharing of good practice Visits to other settings Regular training meetings to support continued skill development Involvement of class teachers regarding how to make best use of their TAs in class.	<ul style="list-style-type: none"> All TAs/LSAs observed with a focus on use of scaffolding—show greater confidence with appropriately scaffolding learning without over supporting. Blink monitoring shows that TAs are being used with a range of children— not just SEN< 	Revisit approach as new staff join. Scaffolding ' pyramid to be part of staff room display and induction for new TAs.	

Review of expenditure				
Previous Academic Year		2017-18		
Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve communication and language skills for pupils eligible for PP in Reception/ Y1 classes.	Continued use of the 'Keep on Talking' (KOT) project initiatives, including sending staff on twilight training, in-house updates for staff from lead teacher for KOT, open sessions for YR parents with a focus on language and communication, in-house training for LSAs for language interventions.	<ul style="list-style-type: none"> Pupils in small focussed groups were shown to have more confidence speaking in larger groups. Parent open session raised parents' awareness of age related expectations and prompted further questions from parents about how to develop skills at home. 86% of the EYFS cohort were at Expected or above at end of key stage in CLL 	Continue this approach—greater need with new cohort than previous year. Ensure that all new staff plus those who need refresher have input at early staff meeting and ensure that the KOT principles become part of daily classroom practice, not just planned for small group work.	£12,000
	Develop the use of 'challenge' within the YR classrooms to ensure that learning opportunities are maximised within child initiated learning. This will include 2 x support sessions from EYFS advisory teacher to help the team develop their planning Schedule 3 x weekly meetings of teachers to focus on small number of pupils and consider how provision can develop during the week Introduction of question cards to support all adults in knowing how to get the most out of enhanced areas in the EYFS base.	<ul style="list-style-type: none"> Proportion of whole cohort achieving GLD significant above the National. (81%) 100% of PP pupils achieved GLD . 	Continue the approach, but need to adapt for the cohort. Due to achievement by end of EYFS, also need to develop the Y1 curriculum and provision to reflect these changes and ensure appropriate challenge.	

Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve behaviour of identified PP pupils to minimise impact on their learning and that of their peers.	Consistent 1:1 support provided for individual pupils at key times (transition/meet and greet/core sessions) to ensure implementation of routines, visual timetables, preparation for transition and support for group interaction. 2 x 0.5 FTE LSAs employed to work with specific pupil.	pIndividual struggled to access mainstream classroom, but consistent support enabled him to access a part time timetable and continue his learning, using the Thrive curriculum, whilst awaiting specialist provision.	Two PP pupils identified for individualised behaviour support this year. Thrive curriculum used to support pupils with attachment difficulties—to be continued.	£30,000
Improve communication and language skills for pupils eligible for PP in Reception/ Y1 classes.	Employment of 1 x 0.5 FTE LSA to focus on language and communication group work in YR/1, trained in how to deliver Nursery Narrative and Time to Talk interventions. Screening of targeted pupils in YR carried out by TA specialised in speech and language programmes.	Screening of prioritised pupils by October allowed prioritised and targeted work with individuals. Improved confidence and language skills seen in class from those pupils who were given small group support—including turn-taking, understanding of rules and contributing in a group situation.	Continue this approach, and also look into further specialist resources to support language/vocabulary development.	
PP pupils are supported in closing the gap with their peers, to increase the number working at ARE by the end of the year.	Use of specific reading intervention proven to help pupils who don't learn phonetically (inc. PP pupils). Training for new staff plus time to carry out interventions 3 x per week.	Data shows many of the pupils receiving literacy toolkit intervention making significant progress in reading accuracy, often double ratio gain and comprehension has improved. Other pupils have made progress so that their scores are above their chronological age.	Continue use of programme for SEN and also as a 'catch up' tool for pupils slightly behind in their reading.	
	Additional experienced Y6 teacher (maths specialist) to be available 0.2 FTE to allow provide focussed teaching for groups of Y6 pupils including those working at greater depth and those at risk of falling behind. For 12 weeks, this work to be increased to 0.4 FTE to support those who are below ARE. A similar approach to be used in Y5 with a 0.1 FTE experienced teacher to work with pupils at greater depth in maths, allowing class teachers to focus on those pupils who need additional support to be secure.	93% of the Y6 cohort achieved the expected standard in the end of KS2 SATs for maths – significant increase on previous year and well above national. End of Y5 data also strong.	Flexible grouping of the enrichment groups worked well to ensure that the support for high attainers was particularly effective and targeted. The additional arithmetic sessions support pupils below ARE in closing the gap with peers. To continue this year, with a review of how the groupings work dependent on the needs of the cohort. Consider whether to also support Y4 for enrichment.	

Targeted support				
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PP pupils are supported in closing the gap with their peers, to increase the number working at ARE by the end of the year.	Identify named teachers as learning mentors for PP pupils who are not SEN, but who are at risk of not meeting ARE. Regular meetings with their mentor to discuss targets, raise aspirations, give feedback and provide support and motivation to achieve. Where appropriate, time given to the class teacher to ensure continuity of feedback.	Minimal impact, particularly where the learning mentor was not the class teacher as not the chance to regularly reinforce.	Unlikely to roll this out for all PP pupils, although may have individuals who would benefit. Instead, ensure all class teachers are paying appropriate regard to PP pupils in their own class who would benefit from a targeted mentoring approach from them.	£30,000
	Introduce reading mentors for PP pupils not at ARE for reading from the Autumn term – reading sessions at least 2x weekly, supporting pupils who do not regularly read at home in having regular practice.	Not done until later in the year and therefore minimal impact on progress.	Will continue this approach but start in the Autumn term as originally planned.	
	Additional experienced upper school teacher to be available 0.1 FTE to allow focussed teaching for groups of Y4/Y5 pupils who are below ARE for English to support them in developing word reading skills alongside specific development of comprehension skills, linked to their needs, and to support them in their writing development.	69% of pupils in Y5 on track for ARE in writing, 82% on track for reading. Although improvements seen in accuracy of technical writing elements of pupils within the group, limited impact on end of year Ham data overall.	During year, timing of session was changed to ensure children were all assessing full class English and this was an extra session. Yet to see whether short term gains in writing improvements had a long term impact for Y6. Expensive way of supporting pupils if only for a short term gain and so unlikely to continue in 2018-19.	

Other approaches				
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PP pupils are provided with timely and effective pastoral support in school to address external barriers to learning, to minimise impact of attendance, parenting skills and mental health issues on progress and engagement.	Continue the development of a pastoral support team in school. On-going training to ensure that staff remain up to date and able to deploy new methods. Implementation of specific programmes including FEIPS and Art & drawing therapy.	ELSA case load continues to grow, although with regular pastoral support team meetings to triage and discuss priorities, some children have been targeted for shorter interventions with positive feedback on the impact of these from teachers and parents. FEIPS and Art drawing therapy sessions ran. Lego therapy also introduced. Teachers expressed concerns about communication and so this will be developed further next year.	Due to size of school, and increasing social and emotional needs of our pupils, this needs to continue and develop – Referral systems have continued to develop to ensure a 2-way communication between ELSA and class teacher, and assistant ELSA record keeping is to become electronic to support better communication of targets via email at the start of an intervention and mid-way, with teachers sending feedback at the end of a programme regarding impact in class. Two other LSAs to be trained internally on use of 'Lego club' as an intervention. A	£29,000
	Allocated time for ELSA to develop role further as home-school link worker, with a particular focus on improving attendance of PP pupils.	HSLW has continued to develop relationships with a number of families which has ensured that school is aware of wider needs. Signposting to additional agencies and resources. HSLW has also supported practically with collecting children to ensure their attendance and support with anxieties about getting into school. Attendance of PP overall remains an issue, but progress has been made with individual families.	To continue. Early intervention in Autumn term planned with targeted families to try to avoid poor attendance patterns developing early in the year.	
	Work towards becoming an 'attachment friendly school. Inclusion manager to attend 4.5 days training. Cascade to staff	Staff meetings delivered on attachment for all teachers. Teachers are more aware of how trauma can impact on a child and their learning. More aware of how to manage children with trauma and identify the signs. Able to use emotional coaching to talk to children to develop their emotional literacy. Anxiety identified as a key issue within Y6 and therefore a 6 week intervention was implemented in the spring term for two cohorts to support this specifically—children had more strategies to help them manage transition to secondary school and all children coped with SATs week.	Second year of attachment friendly school training to develop systems and programmes around emotional coaching—this will continue to be cascaded to staff. If anxiety identified as an issue with Y5 or 6, this programme will run again	

Other approaches				
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PP pupils are provided with timely and effective pastoral support in school to address external barriers to learning, to minimise impact of attendance, parenting skills and mental health issues on progress and engagement.	Inclusion Manager + ELSA to provide nurture groups 4 afternoons per week – 1 x KS1 group twice a week, 2 x KS2 groups for once a week, including PP pupils.	All Lac children in school have been able access nurture which has been beneficial for the children—1 of these, required considerable support from out side of school as well, but nurture helped them to develop and maintain freindships/relationships with staff and also developing their independence. Three children (including 2 PP pupils) were identified as able to move on from nurture during the year due to progress in their emotional development. Separate Y6 group successful—able to focus specific on transition and mindset with a programme tailored for their needs.	Separate Y6 group to continue and widened to support children who have not needed nurture in the past but who require additional support for transition. Groups will include 4 LAC/post Lac children, 1 x service family child and at least 8 PP pupils.	
	Inclusion manager to offer weekly drop-in sessions for Young Carers (some of whom are also FSM).	5 regular attenders of the drop in sessions with pupils able to support one another and talk in supportive environment and able to bring a friend with them.	To continue next year.	
	Support groups specific for service families – including Friday Forces Lunch, 'Skype' conversations, parent drop in sessions.	Friday forces lunch is popular and chn enjoy being able to meet others in their situation.	This to continue with a different member of staff who is also a forces wife running the group and attending the network meetings. She is also a point of contact for the families.	

Other approaches				
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PP pupils are supported in closing the gap with their peers, to increase the number working at ARE by the end of the year	Continuation of reading challenge and incentives in Y1-Y3 to encourage children to read aloud at home. Introduce extended challenge for Y4 pupils.	% of chn meeting expectations at end of KS1 in reading has increased in 2018. Almost all children in Y1-3 completed at least the bronze level award this year—noticeable increase than previous year. Y4-6 challenge has encouraged regular reading with older pupils, with parents and teachers noticing that pupils are more motivated to read at home.	To continue into next year with a new challenge. PP pupils who do not regularly read at home to be identified earlier in the year and paired with 'reading mentors' in school.	
	Subsidies for FSM pupils to undertake music tuition, school clubs and residential trips	PP pupils have been able to access enrichment opportunities inc. music lessons, ballet, residential trips.	To be continued – relatively small cost in our school but which makes a big difference in the confidence of pupils and ensures equality of access.	
All outcomes	<p>Provide dedicated time for inclusion manager to ensure that the actions above are monitored, supported, and directed/targeted appropriately and that teachers are well equipped to meet the needs of PP within their class through mentoring, training and support.</p> <p>As part of her time, she will also be running Friday Forces lunch for service families, facilitating support for service pupils such as 'Skype' with absent parents, and ensuring that we can be responsive to the needs of PP pupils as they arise.</p>	Enabled effective monitoring of above interventions, support for staff and parents, and targeting of available resources.	<p>This to continue – since we have invested in a full time inclusion manager, they have been able to provide an appropriate focus on all vulnerable groups; support teachers, parents, and pupils; ensure that timely interventions are put into place, including the use of outside agencies where needed, helping to ensure that other investments through the PP are used appropriately.</p> <p>Next year, due to increase in EAL pupils, this area of inclusion will be allocated to another staff member to allow inclusion manager to focus more on other vulnerable groups.</p>	

Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.