



Whiteley Primary School - Pupil premium strategy statement

Summary information					
School	Whiteley Primary School				
Academic Year	2019-20	Total PP budget	£60,160	Date of most recent PP Review	Sept 19
Total number of pupils	627	Number of pupils eligible for PP	52	Date for next internal review of this strategy	July 20

Current attainment				
	<i>Pupils eligible for PP (WPS) – inc.</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	71%	82%	62%	73%
% at expected standard for writing at end of KS2	86%	87%	68%	79%
% at expected standard for maths at end of KS2	80%	88%	67%	78%
% at expected standard for GAPS at end of KS2	86%	87%	67%	78%
% achieving expected standard in reading, writing & maths at end of KS2	71%	80%	51%	65%

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.	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	
C.	External factors such as lower attendance ,parenting skills, lower aspirations, trauma and mental health issues affect engagement with school and progress for some PP pupils.
D.	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.	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 2020 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.
C.	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	2019-20				
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. Lead teachers to continue to be part of the maths hub teacher work group to support them in the development of the mastery approach in school. INSET training from Gareth Metcalfe , specific or KS1 and KS2. On-going support through staff meetings, team teaching and advice from maths team in PPA.	The EEF toolkit states that on average, mastery learning approaches are effective, leading to an additional five months' progress.	Whole school monitoring of maths—year group observations and work sampling. Report to curriculum committee of governors.	AG BS	Termly—work sampling and learning walks.
	Whole school focus on developing responsive teaching, ensuring that teachers are adapting their planning and teaching to meet the needs of the individuals in their class and ensuring challenge for all. This will include 'surgeries' with the inclusion manager for advice, staff meetings to work on the definition of responsive teaching and teachers identifying own target for performance management based on their self-audit. Performance management objective for all teachers based on Teacher Standard 5—meeting needs of pupils, through responsive teaching.	HIAS teaching and learning sweep identified the need for teaching to be more responsive to pupil needs in some classrooms. This links to mastery learning (see above), as it acknowledges that different children may need to work at a different pace or in a different way to meet the same objective.	Lesson observations of year groups to check on consistency of approach. Phase leader drops ins. Regular staff meeting input from SLT.	LP	Termly – work sampling. PM review in July.
	Focus on challenge within Y1 to ensure that the developments initiated in 2019 are continued and adapted for the new cohort, ensuring appropriately high expectations for our Y1 pupils.	Focussed work in YR 2017-18 on challenge, continued into Y1 in 2018-19. Developments that have had impact only begun following LLP visit and feedback January 2019 and so not run for a full year.	Reports to governors (HT report) Phase leader on-going learning walks. Formal monitoring—LLP visit in Jan 2020.	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
	Continue to develop the use of 'Talk Boost for KS1' - a structured programme to develop language development through a 10 week intervention which is supported through linked whole class activities. Two LSAs to be allocated time to run interventions for Y1 pupils in the first half of the year, moving to YR pupils identified in the Spring term. Assessments to be carried out by lead teacher in order to ensure targeting of most appropriate children.	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 approximate budgeted cost					£8,000

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 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. Advanced Lego therapy training for 1 x LSA, with initial training for another LSA to ensure it can be used with children who would most benefit. Development of further Lego resources.	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. Lego therapy intervention overseen through pastoral support team.	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). Time allocated 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 2020

	Implement 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. This will include adult volunteers who carry out paired reading, with PP pupils targeted for support, and also Y6 reading Angels, trained to read with younger pupils.	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).	Overseen by IM. Reading ages assessed before and during year to assess progress.	VS	July 2020
	Additional guided reading sessions delivered for pupils at risk of not meeting ARE to support them in developing word reading skills alongside specific development of comprehension skills. Carried out by experienced teacher (Y6) x 3 per week. Time allocated for experienced TAs in Y4/5 to deliver the intervention.	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 2020
	Specific attachment raining for staff through Beacon House and Primary behaviour support team —targeted to those who will be working with specific post-LAC pupils. 'Understanding and responding to developmental trauma in the classroom' (x4 teachers) and 'Using Creative Conversations in the Classroom'. Cascaded to other teachers in the year group. HSLW to attend 'Working with parents towards a therapeutic web'. Inclusion manager to attend 'Supporting Transition and Loss in School'.	EEF states that social emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They appear most effective when approaches are embedded into routine educational practices and supported by professional development and training for staff.	Overseen by IM. Pupil outcomes and individual pupils' EPACs.	VS	July 2020
Total approximate budgeted cost					£25,000

lii. 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?
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 and half termly meetings for the team. Implementation of specific programmes including FEIPS, Lego therapy and Art & drawing therapy. Allocated time for ELSA and two deputies to carry out specific interventions.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.	Monitored through link governor/curriculum committee reports. Overseen by inclusion manager. Half termly meetings with team. Impact statements for each series of sessions.	VS	Termly
	Allocated time for ELSA to develop role further as home-school link worker, with a particular focus on improving attendance of PP pupils.	Poor attendance impacts on progress – home-school link worker to focus on improving attendance and punctuality for PP pupils.	Termly attendance monitoring with HT	LP	Termly
	Continue to work towards becoming an 'attachment friendly school'. Inclusion manager to continue cascading regular training updates to staff on emotional coaching and other strategies for supporting children with attachment difficulties.	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.	Part of school improvement plan—overseen by inclusion manager and link governor.	VS	Summer term
	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).	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.	Gov link visit. Monitoring of quality of T&L	VS	Termly
	Support groups specific for service families – including Friday Forces Lunch, 'Skype' conversations, parent drop in sessions.	At times, pupils from service families need additional pastoral support when a parent is absent due to deployment.	Inclusion manager to oversee.	VS	Summer term

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.	Involvement in the Well-being project through primary behaviour support team, working alongside other schools and a mental health specialist each half term to work on projects related to mental health and well-being in schools—staff and pupils. 5 team members identified to attend half termly training and cascade in school including HT, mental health lead, and representatives to cascade to teachers, TAs and parents.	EEF states that social emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They appear most effective when approaches are embedded into routine educational practices and supported by professional development and training for staff.	Overseen by inclusion manager and HT. Half termly feedback to all staff. Audit carried out July 2019 with PBST—reviewed July 2020.	LP VS	July 2020
	Allocated hours for TA to run Friday Forces lunch for service families, facilitating support for service pupils such as 'Skype' with absent parents, to attend network meetings, and ensure that we can be responsive to the needs of PP pupils as they arise.		Overseen by inclusion manager. Pupil outcomes.	VS	July 2020
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	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. Also, ensure she attends training to stay up to date—FEIPS, nurture, LAC conferences and mental health forum.	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					£27,160

Review of expenditure			
Previous Academic Year		2018-19	
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)
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.	<ul style="list-style-type: none">• Increase awareness of mastery approach and use of CPA approach, including bar modelling. Staff more confident, and now invested in text books (Power Maths) to support continued development.• Proportion of pupils at end of Y6 who met ARE in maths above national• Increase in proportion of pupils achieving high score in end of year tests (Y4-6)	Continue this approach with further involvement in Solent Maths hub project, and IN-SET for all staff from Gareth Metcalfe who support mastery approach.
	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.	<ul style="list-style-type: none">• Proportion of pupils working 'beyond' in writing has increased in all year groups Y1—Y6.• End of Y6—proportion of pupils working at GDS in writing is above national	English team to continue to ensure that challenge is incorporated in to English lessons, but no longer a specific focus for performance management. Wider focus on 'responsive teaching' to meet needs of all.
	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.	<ul style="list-style-type: none">• A number of changes made to Y1 provision and organisation of the curriculum to increase challenge, and to help ensure more focussed teaching.• Greater numbers of children assessed as working 'beyond' in reading, writing and maths.• Better quality child initiated learning observed in the outdoor classroom	To continue next year as changes need to be embedded and adapted for a different cohort, and the half and half organisation of classes carried out from the Autumn term.
	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.	<ul style="list-style-type: none">• RQT time allowed continued development for 3 RQTs, including one new to the school, targeted for their needs.• All 3 RQTS also attended OLEVI improving teacher programme, and worked alongside an in-school mentor. All three noted the positive impact of this training. Positive impact seen in teaching.	Continue this approach, and look to extend the use of peer to peer support for more experienced teachers.

Review of expenditure			
Previous Academic Year		2018-19	
Quality of teaching for all			
Desired out-come	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)
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.	<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.91/93/96% of the EYFS cohort were at Expected or above for the 3 areas of CLL at end of EYFS, despite considerable needs in the cohort.	Continue this approach. 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.
	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.	<ul style="list-style-type: none">Programme run with 3 groups of YR pupils, and then begun with a cohort of Y1.Children showing greater confidence and ability to speak within the group sessions (in/out assessment).Y1 cohort not completed due to late start in the year.	Continue the approach, but leave YR groups until later in the year as the length of sessions is harder for them to manage. Target pupils in Y1 who were assessed as not ready for this in YR. Develop further the assessment systems, involving class teacher where possible. Inclusion manager to be involved to ensure most appropriate group of children are targeted.

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)
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.	Specialist provision put in place and therefore this support was no longer required.	No longer required.
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. Further training for Lego therapy to increase use of this with children with social communication difficulties.
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.	88% of the Y6 cohort achieved the expected standard in the end of KS2 SATs for maths – well above national. 40% of pupils achieved high score in maths. End of Y5 data also strong. Data for PP children at end of KS2 shows them to be in line national.	Flexible grouping of the enrichment groups works 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.

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)
PP pupils are supported in closing the gap with their peers, to increase the number working at ARE by the end of the year.	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.	All teachers met PM objective 2 which was focussed on this group. Able to show evidence for how they had adapted classroom practice for their needs, including annotated planning. Support from inclusion manager very useful to support teacher knowledge of how to meet children's needs.	Although not to continue as specific PM objective, inclusion manager 'surgeries' to enable consultation on children's needs to continue next year.
	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.	Y6 children involved as 'reading angels' from Autumn term. Supported children making good progress with reading. Increase in proportion of children meeting ARE for reading at KS1.	Will continue this approach.
	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.	Decision made not to make use of this intervention as it was felt that children need to be better supported within the class through appropriate whole class teaching.	Will not use going forward. May use to support children with additional guided reading opportunities

Other approaches			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
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 used successfully. New referral, planning and evaluation systems put in place which have improved communication with class teachers helping to make sure the impact continues in class, and that support is prioritised.	Continue to develop pastoral support team. 1 TA to be advanced Lego trained, and another TA to attend basic training to enable her to use with pupil with ASC. Will support involvement PBST well-being project this year.
	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 has improved, with fewer PP children persistently absent by end of year due to HSLW intervention. Early intervention supported much better punctuality. Monthly attendance monitoring of PP pupils by HSLW has supported this.	To continue. Continue early intervention in Autumn term with targeted families to avoid poor attendance patterns developing.
	Work towards becoming an 'attachment friendly school. Inclusion manager to attend 4.5days training. Cascade to staff	Inclusion manager completed training. Training for all support staff on attachment and emotional coaching. Staff 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. Y6 anxiety group ran again in the Spring term to support transition.	Continue with this next year—on-going with staff to develop confidence with emotional coaching. Involvement in the well-being project will support this.

Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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.	Lac children in school have been able access nurture which has been beneficial for the children. Four 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 (inc. 2x EHCP, 1 x SENSA, 1 LAC, 2 x young carers and 5 SEN pupils) —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 9 FSM, 2 x young carers, 3 LAC/post LAC children.	
	Inclusion manager to offer weekly drop-in sessions for Young Carers (some of whom are also FSM).	4 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. New member of staff now overseeing this, and has developed provision to include trips out for forces children—to university and to nearby secondary school remembrance parade.	To continue next year.	

Other approaches			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
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 2019. Almost all children in Y1-3 completed at least the bronze level award. Y4-6 challenge needed another 'launch' with incentives in class to complete, but has helped to raise profile of importance of reading independently as well as to an adult.	To continue into next year with a new challenge. PP pupils who do not regularly read at home to be identified early in the year and paired with 'reading mentors' in school again.
	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	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>Enabled effective monitoring of above interventions, support for staff and parents, and targeting of available resources.</p> <p>EAL has now been given to another member of staff for her professional development as this group has grown in size.</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.

Glossary of Abbreviations

ARE	Age related expectations (set nationally for Y2 and Y6)
CLL	Communication Language and Literacy—one of the areas of learning for Reception children
EAL	English as an additional language
EEF	Education Endowment Fund—research organisation
EHCP	Education Healthcare Plan
ELG	Early learning Goals—for the end of Reception
ELSA	Emotional literacy support assistant
EPAC	Planning document for children who have previously been in care (non-statutory)
FEIPS	Framework for Enhanced Individual Pastoral Support
FSM	Free school meals
FSP	Foundation Stage Profile— record of how a child achieves across the early years
FTE	Full time equivalent
GAPS	Grammar, punctuation and spelling test
GDS	Greater depth standard
HIAS	Hampshire Inspection and Advisory Service
HSLW	Home school link worker
IM	Inclusion manager—oversees vulnerable groups in school
KOT	Keep on Talking project—Early years project to encourage language skills
KS	Key Stage
LAC	Looked after children (those in care). Post-LAC are adopted children or those who have returned to the home or are in special guardianship following time in care.
LLP	Leadership Learning Partner
LSA	Learning support assistant (usually working 1:1 or with small groups)
PM	Performance management
PP	Pupil Premium—includes children on free school meals, those who have been free school meals in past 6 years, looked after children and adopted children
PPA	Planning, preparation and assessment—non-contact time for teachers
RQT	Recently qualified teacher
SEN	Special educational needs (A SENSE is an SEN support agreement)
SLT	Senior leadership Team
TA	Teaching assistant—work with individuals, groups and whole classes