

Laycock School Pupil Premium Strategy 2020-21

PUPIL PREMIUM SUMMARY INFORMATION

Academic Year	2020-21	Total Budget	£238,997	% of EAL students eligible for PP/FSM6	27%	Date of most recent PP review Autumn 2020
% of pupils eligible for PP/ FSM	42%			% of White UK eligible for PP/ FSM6	46%	
				% of Caribbean eligible for PP/FSM6	49%	Date of Next PP review Summer 2021
				% of SEND/ EHCP students eligible for PP/FSM6	65%	

BARRIERS TO ATTAINMENT FOR PUPIL PREMIUM CHILDREN AT LAYCOCK SCHOOL

A	<p>Less able to access classroom strategies that are aimed at reducing gaps in attainment and securing expected levels in reading, writing and maths.</p> <p>Analysis of a range of data (including scrutiny of children’s responses to teacher feedback, learning walks, lesson observations) demonstrated that a higher percentage of Pupil Premium children show less sense of agency and control over their learning, and this barrier becomes more exaggerated over time. Disadvantaged children may be less willing to take risks with activities, and can be more anxious about making mistakes. This ‘fixed mindset’ and lack of ability to employ meta-cognitive strategies, often results in a child being less able to reflect on their learning or invest in the benefits of participation. This is especially evident in numeracy – where the belief that there was a ‘right’ answer is especially strong, and opportunities for discovery and investigation sometimes remained unexplored.</p>
B	<p>Less Pupil Premium children achieve ‘greater depth’ at the end of key stages</p> <p>Children from disadvantaged backgrounds can have limited access to positive role models this can cause them to lack aspiration, and belief that they can be successful in education. Analysis by the Sutton Trust shows that many disadvantaged pupils who are high performing at key stage 2 fall significantly behind their peers by key stage 4. This underachievement is also reflected in the low proportions of disadvantaged pupils progressing to higher ranked universities after key stage 5. This research suggests that academic success for disadvantaged more able pupils relies on supporting children to become resilient, self-motivated learners in addition to providing greater depth ‘stretching lessons’.</p>
C	<p>Attendance and Punctuality</p> <p>A significant barrier to progress for disadvantaged pupils at Laycock School is attendance. Poor attendance and punctuality cause children to fall behind and create gaps in their learning. At Laycock School there are a higher proportion of Pupil Premium children who are persistently absent or late for school, compared with non-PP children. Underlying causes of poor attendance at Laycock School that require attention include: reduced parental engagement, lack of extended family support, partnership working with health and instilling in parents/carers the value attached to education and the critical importance of being in school every day on time.</p>
D	<p>Speech, Language and Communication Needs - poor oracy skills</p> <p>Speech, Language and Communication skills and language deprivation are significantly lower for disadvantaged children on entering Early Years provision at Laycock School. We also have a high number of children requiring the support of the Whittington NHS Speech & Language Therapy Team. The ability to communicate is an essential life skill for all children and it underpins a child’s social, emotional and educational development.</p>

	As children progress through the school, poor oral language and limited vocabulary impacts on their ability to answer higher-order reading comprehension questions and participate fully in wider curriculum enquiry based investigations.
E	<p>Pupils with Overlapping Additional Needs</p> <p>A significant number of children receiving the grant have overlapping additional needs (such as SEND). Over 60% of pupils on the SEND register, are also eligible for pupil premium. The dual barriers of socio-economic need and special educational need can affect pupils' attainment, progress and inclusion in wider school life. Rigorous assessment is required to identify gaps in learning and specific difficulties that cause barriers to effective progress. It is crucial that ambitious targets are set and appropriate support is given to develop both academic and social skills.</p>
F	<p>Physical Health, Mental Health and Emotional Wellbeing</p> <p>Poverty can reduce families' access to resources and choices around key areas such as diet, exercise and housing. At Laycock, a number of our disadvantaged families are living in poor quality, insecure housing, lack of extended family support, or coping with physical and mental ill-health, or dealing with crime, domestic violence and substance misuse. These issues can lead to children experiencing a higher rate of 'adverse life experiences'. This exposure to day-to-day stress can contribute to poor mental health, a lack of emotional regulation and social skills, and diminished executive function skills that will affect a child's ability to successfully learn and thrive in a school environment. Executive function skills support learning and play a significant role in: controlling impulses, paying attention, planning and organising time and materials, remembering information and responding appropriately to social and stressful situations.</p>
G	<p>Experience of Complex Trauma</p> <p>There is a small number of children eligible for Pupil Premium in our school who have experienced complex trauma. This is where a child has been exposed to a number of overwhelming negative life events and experiences that happen over time. Situations that might be considered traumatic include: violence; family trauma; refugee and immigrant trauma; medical issues; profound poverty and experience of disasters. Research has shown that exposure to complex trauma can impact on a child's long-term development and ability to learn and relate to peers in school. Children who have experienced this level of trauma often present with significant social, emotional and mental health issues, and require intensive support.</p>
H	<p>Parental Engagement</p> <p>A higher percentage of parents from disadvantaged backgrounds have additional needs and face external difficulties. This may affect their ability to engage with school systems, provide regular routines and support children with their learning at home. Increased parental need can also result in children becoming 'young carers' where they take on domestic chores and other forms of helping which are usually parent responsibilities.</p>
I	<p>Access to enrichment and wider educational activities</p> <p>Some home environments can only provide a limited range of experiences for children. Disadvantaged children may have less access to resources such as books, toys, digital technology and online learning. Additionally, children may have fewer opportunities to build cultural capital and life experiences due to lack of access to memorable family outings or holidays, school residential trips or afterschool clubs.</p>

PLANNED EXPENDITURE

Academic Year		2020-21			
1. Quality First 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	Monitoring and Evaluation
Increase the attainment of PP children across Key Stage One and Key Stage with a particular focus on English.	Employment of additional part-time Assistant Headteacher to be non- class based in order to focus on overcoming gaps in learning to help children to make improved progress and to raise their standards of achievement through delivering and monitoring interventions and to monitor the data and curriculum closely. Both Assistant Headteachers to support the children in Key Stage 1 and 2 with appropriate, measurable intervention which is data lead from the O Track assessment	NFER research identifies 7 most effective ways to support disadvantaged pupils' achievement – schools are: <i>'6: Data driven and responding to evidence. Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Learning for Assessment systems, which provide clear feedback for pupils. School use evidence to make decisions about their support strategies'</i>	Those PP children for whom writing has been identified as an issue will make good progress from their various starting points resulting in those who are currently working just below ARE being at ARE and those identified as significantly at risk supported to make accelerated learning. O Track online assessment tracker to be kept up to date for all children. Training provided by English Lead (K Heath)	A Laz D Evans A Perera K Heath	Half termly data analysis, Pupil Progress Meetings and intervention assessment. Triangulation in Inclusion team meetings Termly Review of impact in Head Teachers report Annual Review with governors

	summaries from End of Year 2019 data.				
To improve attainment for PP children capable of performing above age related expectations	Higher focus on Potential GDS PP children (Y2 – 6)	<p>Challenge and innovation will increase pupils self - motivation to reach higher standards. (EEF)</p> <p>Recent Sutton Trust research has shown that disadvantaged but bright pupils fall behind at school, and it is important that schools use their premium funding where appropriate to provide stretching lessons for able disadvantaged pupils</p>	<p>Higher percentage of Pupil Premium children will achieve the Greater Depth standard in end of year assessment and SATS</p> <p>O Track online assessment tracker to be kept up to date for all children.</p>	SLT English and Maths coordinators	<p>Half termly data analysis, Pupil Progress Meetings and intervention assessment. Triangulation in Inclusion team meetings</p> <p>Termly Review of impact in Head Teachers report</p> <p>Annual Review with governors</p>
To ensure that children in receipt of Pupil Premium funding make good or better progress from their starting points	<p>To secure good or better teacher across years 1-6</p> <p>Deputy Headteacher for Teaching and Learning – securing quality-first teaching across KS1/2, including use of individualised CPD programmes and incremental coaching</p>	<i>'For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.'</i> (Sutton Trust)	<p>Higher percentage of Pupil Premium children will make good or better than good progress throughout the year</p> <p>A reduction in the attainment gap of FSM and non FSM pupils at the end of KS1 and KS2 in</p>	A Laz SLT team A Perera	<p>Half termly data analysis, monitoring of books, teaching and environment</p> <p>Pupil Progress Meetings</p> <p>Triangulation in Inclusion team meetings</p>

			<p>Reading, Writing and Maths</p> <p>Quality first teaching and an inclusive approach will help reduce barriers to learning.</p> <p>O Track online assessment tracker to be kept up to date for all children.</p> <p>Children at risk of not making expected progress will be discussed at termly pupil progress meetings and meetings with their parents.</p> <p>100% of teachers meet good or better standard</p>		<p>Termly Review of impact in Head Teachers report</p> <p>Annual Review with governors</p> <p>Teacher appraisals and CPD</p>
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2. 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	Monitoring and Evaluation

<p>All pupils eligible for the pupil premium (including those with SEND) will make at least expected progress in reading, writing and mathematics.</p>	<p>Provide additional teaching provision for children below age related expectations.</p> <p>Reduction of class sizes in Yr 1, 2, Yr 3 and Yr 4 and 5</p> <p>Employment of 3 experienced teachers to teach an extra small class provision with children in Y1&2/ Y3&4 and Y5&6</p> <p>with most vulnerable students (including those with SEND) facing multiple barriers to learning Yr 2, 3, and 4 cohorts</p> <p>TAs trained to deliver speech and language programmes</p>	<p>Smaller class sizes mean disadvantaged pupils can access more of teachers' time through Quality First Teaching (EEF)</p> <p>Recent national research shows children with additional learning needs often receive the least amount of access to quality first teaching, which impacts greatly on their achievement</p> <p>The EEF states that "Overall, the pattern is that small group tuition is effective."</p>	<p>Clear targets set each half term for time specific intervention.</p> <p>Inclusion to small group intervention class are time based and fluid, to ensure children do not feel excluded from main class and to encourage growth mindset</p> <p>Intervention teachers plan with year group teachers to ensure sharing of expertise and parity of experience for children receiving intervention.</p> <p>Spaces for intervention are well resourced and support independent learning.</p>	<p>A Perera T Salih</p>	<p>Pupil progress meetings every term identify PP children to target</p>
<p>The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress will</p>	<p>1 HLTA in Year 6 to provide small group tutoring addressing misconceptions and providing personalised support for FSM children in</p>	<p><i>NFER research identifies 7 most effective ways to support disadvantaged pupils' achievement – schools are:</i></p>	<p>Reduction in the attainment gap of FSM and non FSM pupils at the end of KS2 in Maths</p>	<p>A Laz A Perera English and Maths coordinator</p>	<p>Data and assessment from interventions tracked every half term and interventions adapted or changed in response to data</p>

<p>increase in all year groups.</p>	<p>maths implementing immediate feedback on learning.</p> <p>To provide additional teacher support in Year 3 and 4 on weekly basis</p> <p>Provide after school 'booster' lessons for Year 2,5 and 6 PP children delivered by 6 teachers</p>	<p><i>5: Deploying staff effectively: schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning'</i></p> <p>The EEF states that "Overall, the pattern is that small group tuition is effective."</p> <p>EEF says: "Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress."</p>	<p>Children on programme reach ARE by end of year 6</p> <p>Children at risk of not making expected</p>		<p>Progress will be discussed at termly pupil progress meetings</p>
<p>The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress will increase in all year groups.</p>	<p>Small group intervention in reading and writing for Year 6 delivered by Year 6 class teachers and HLTA</p> <p>Provide pre-school 'booster' lessons for</p>	<p>The EEF states that: "On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear</p>	<p>Reduction in the attainment gap of FSM and non FSM pupils at the end of KS2 in reading and writing</p> <p>Children on programme reach ARE by end of year 6</p>	<p>SLT team A Perera A Laz</p>	<p>Data and assessment from interventions tracked every half term and interventions adapted or changed in response to data</p> <p>Progress will be discussed at termly</p>

<p>To reduce the gap in knowledge and skills caused by limited access to learning during COVID lockdown 2020</p>	<p>Year 2, 5 and 6 PP children delivered by 6 teachers</p>	<p>to be particularly effective for older readers (aged 8 or above) who are not making expected progress."</p>			<p>pupil progress meetings</p>
<p>The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress will increase in all year groups.</p>	<p>To employ 1 HLTA in Year 2 classes to enable small group tutoring/ personalised support for FSM children in phonics and maths implementing immediate feedback on learning.</p>	<p>The EEF states that "Overall, the pattern is that small group tuition is effective." EEF says: "Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress."</p>	<p>Reduction in the attainment gap of PP and non PP pupils at the end of KS1 in reading and writing Children with additional support make good progress / reach ARE by end of year 2</p>	<p>SLT team A Perera A Laz</p>	<p>Data and assessment from interventions tracked every half term and interventions adapted or changed in response to data Progress will be discussed at termly pupil progress meetings</p>
<p>To ensure no gap exists in reading for PP children at Key Stage 1</p>	<p>To train Year 1 TAs and 2 further TAs to provide 1:1 phonics and reading intervention programmes for Year 1 and Year 2 children</p>	<p><i>NFER research identifies 7 most effective ways to support disadvantaged pupils' achievement – schools are: 5: Deploying staff effectively: schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train</i></p>	<p>Reduction in the attainment gap of PP and non PP pupils at the end of KS1 in Reading Reduction in attainment gap of PP children and non PP who passed phonics test in Year 1 and retook in Year 2 To use evidence based research to</p>	<p>D Evans A Perera T Salih S Biles</p>	<p>Data and assessment from interventions tracked every half term and interventions adapted or changed in response to data Progress will be discussed at termly pupil progress meetings</p>

		<i>teaching assistants to support pupils' learning'</i>	make informed choices about the most suitable intervention programmes to ensure maximum achievement.		
To address gaps in spelling, punctuation, and grammar for PP children at Key Stage 1 and 2	Experienced Inclusion teacher to monitor progress and coordinate Lexia programme *Lexia programme has only been able to start in Spring Term, due to COVID 19 restrictions	<i>NFER research identifies 7 most effective ways to support disadvantaged pupils' achievement – schools are: 5: Deploying staff effectively: schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning'</i>	Reduction in the attainment gap of FSM and non FSM pupils at the end of KS1 and KS2 in writing and SPAG	A Perera A Simpson	Data and assessment from interventions tracked every half term and interventions adapted or changed in response to data Progress will be discussed at termly pupil progress meetings
To improve academic outcomes for PP children To improve engagement of learning for PP and other vulnerable groups during COVID 19 lockdown	To assign computing curriculum lead x 3 days per week of parent support to access online learning and set up of IT devices for home use (for January 2021 lockdown)	<i>NFER research identifies 7 most effective ways to support disadvantaged pupils' achievement – schools are: '4: meeting individual learning needs. Staff identifies each pupil's</i>	A reduction in the attainment gap of FSM and non FSM pupils in all years from in Reading Writing and Mathematics.	A Perera	Progress meetings will highlight specific needs of individuals in order to aid progress. Close monitoring of the pupil's attainment will be carried out to measure the impact

	<p>Photocopying and postage of learning packs for families struggling to fully access online learning during Jan-Feb 2021 partial and closures of years groups in Nov and Dec 2020</p> <p>To purchase additional resources, when required relevant to meet individual FSM needs and to support / accelerate their learning within the curriculum. Including: Concrete maths resources and specific phonics resources for new RRI phonics scheme</p>	<p><i>challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs'</i></p>			<p>of the resources on the children.</p> <p>Half Termly Monitoring by Deputy Head , Literacy and numeracy lead on use and impact of resources</p>
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3. To engage and inspire academic achievement for disadvantaged children through a creative curriculum					
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Monitoring and Evaluation
	<p>COVID DEPENDANT</p>				

<p>All children who are eligible for the pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure equality of engagement.</p>	<p>Provide funding and encouragement for pupils eligible for pupil premium to:</p> <p>Attend residential visits</p> <p>Access a wide range of educational visits A reduction in payments for school Visits and residential visits with links to the National Curriculum. This will be actioned and evident in the payments that are paid by parents towards the total cost.</p> <p>Participate in enrichment activities at school including breakfast/after-school clubs/ holiday club including sports, dance, drama, cooking activities</p> <p>To provide children with enriched opportunities to extend their</p>	<p>Greater effects have been identified for learners of primary school age in terms of impact on cognitive tests; evidence supporting the academic impact of programmes which develop skills in music performance in particular and physical education.</p>	<p>Parent and pupil voice will be used to inform the program of enrichment events and activities.</p>	<p>A Perera E Spick Manager after school club Manager after school club</p>	<p>Monitor the attendance at breakfast club and after school club and after school club Offer free places for specific PP children every half term</p> <p>Monitor take up of free holiday club attendance</p> <p>Timetable of sessions. Evaluation and reviews by parents. Evaluations by children.</p> <p>Review meetings with EWO, Family Learning, Learning mentors and Safeguarding Lead.</p> <p>Monitor trips, purpose, outcomes, follow up work, progress.</p> <p>Monitor impact of Physical education activities, music and the additional</p>
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	understanding of the curriculum, this includes additional sports coaches, science and technology workshops, music lessons				<p>enrichment of the curriculum.</p> <p>Pupil feedback provides evidence of impact. .</p> <p>Close monitoring of the pupil's attainment will be carried out to measure the impact of the resources on the children.</p> <p>Monitoring if access to club has improved attendance of targeted PP children</p>
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4.To support parents in engaging with the school in order to provide effective support at home for their child

Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Monitoring and Evaluation
<p>Increase attendance of identified PP groups so it is inline with the whole school target of 96%</p> <p>Reduce % of PP children responsible</p>	Employment of full time Educational Welfare officer to provide care and promote the welfare of all of our vulnerable pupils.	<p><i>NFER research identifies 7 most effective ways to support disadvantaged pupils' achievement – schools are:</i></p> <p>Addressing behaviour and</p>	<p>Attendance action plan defining key strategies, roles and responsibilities</p> <p>Tracking of persistent absence children every half term – including traffic light</p>	A Perera Esther Spick S Brownson (supporting deaf families)	Attendance meetings twice a half term – appraising progress and impact of action plan strategies

<p>for absence so it in line with LA 5.4%</p> <p>Reduce number of PA's in line with LA 9.8%</p>	<p>EWO to work closely with parents enabling them to support their children's learning can be an effective way to raise aspiration in children and their parents.</p>	<p>attendance. School ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide string social and emotional support, including through working with families.</p> <p>PP children form a significant number of children who are identified as persistent absentees with 90% or below attendance</p>	<p>monitoring system for target children</p>		
<p>The parental engagement of families will be increased through early intervention, close working with all agencies and additional in- school support.</p>	<p>Learning mentors, Inclusion Manager EYFS manager and EWO to support:</p> <p>COVID engagement of parents through video conferencing. Workshops held in: child anxiety, support child sleep, phonics, use of Class Dojo to access online work during partial lockdown.</p>	<p>Parents who are engaged effectively in society are known to be more effective at raising aspiration and expectations with their own children, in turn enhancing progress and attainment.</p>	<p>Increased emotional and social support for disadvantaged children to narrow attainment gaps with peers.</p>	<p>E Spick A Perera</p>	<p>Timetable of sessions. Evaluation and reviews by parents. Evaluations by children. My Views completed with FSW. Review meetings with FSW and Safeguarding Lead.</p>

5. To support pupils' social/ emotional needs alongside teaching strategies

Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Monitoring and Evaluation
Improved mental health and wellbeing for learning children with underlying trauma	<p>CAHMS in-school clinician working with high percentage of PP children and families. Clinician able to make phone calls and support referrals during lockdown period</p> <p>Schools Wellbeing Service programme supporting parents of children (with SEMHD) who would not meet the threshold for CAMHS support</p>	<p>The EEF states, 'Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning.'</p> <p>Targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects.'</p>	<p>Increased assessment of children with a range of emotional and behavioural needs (and suspected ADHD/ ASC) and to identify support for the children, families and staff within school.</p> <p>Support facilitate multi-agency working within the school to support vulnerable families.</p>	A Perera E Spick	<p>Half termly review</p> <p>Monitoring impact against exclusions, behaviour incidents and parental engagement</p> <p>Teacher and parent voice</p>
Improved mental health and wellbeing for target children	<p>Employment of school councillor</p> <p>School counsellor undertook phone calls with parents during partial closure Jan –Feb 2021</p>	<p>The EEF states, 'Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning.'</p>	<p>Support facilitate multi-agency working within the school to support vulnerable families.</p> <p>Supporting staff within schools to employ trauma informed strategies to improve daily school experience for targeted children</p>	A Perera	<p>Half termly reports</p> <p>Teacher and pupil voice</p> <p>Monitoring impact against exclusions, behaviour incidents and parental engagement</p>

		Targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects.'			Reduced behaviour incidents and exclusions for targeted pupils
<p>Reduced number of behaviour incidents in the classroom and playground.</p> <p>Children use strategies to support emotional regulation and behaviours for learning</p>	<p>Islington Trauma Informed programme in schools</p> <p>Service level agreement buy in to New River College behaviour support outreach team</p>	<p>The EEF states, 'Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning.'</p>	<p>Training for staff to support them to be better equipped to support children who might be dealing with underlying trauma</p>	<p>A Perera</p>	<p>Staff are better equipped to support children with trauma</p> <p>Improvements in behaviour and attendance</p> <p>Reduced exclusions</p> <p>Pupil voice reveal they see the school as a sensitive and caring environment and one in which there is adult they feel comfortable talking to</p>
<p>To ensure readiness to learn, by improving behaviour for learning, de-escalation and restorative strategies in the classroom and playground</p>	<p>Employment of 4 learning mentors to provide targeted support for PP children, small group and 1:1 social / emotional interventions. PP children are</p>	<p>The EEF states: 'Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning.'</p>	<p>Further training for learning mentors in ITIPS and mental health and wellbeing programmes</p> <p>Half termly meeting to track progress</p>	<p>A Perera</p>	<p>Qualitative and quantitative assessment per term on targeted pupils</p> <p>Teacher and pupil voice identifies improvement in classroom</p>

	<p>prioritised for lunchtime, activity and learning clubs.</p> <p>* COVID guidelines have restricted use of LM's this year. 3 are classroom based and deliver support to children in the year group they are assigned to</p> <p>Employment of EWO to liaise and support hard to reach families</p> <p>Employment of 3 sports coaches to support during lunchtime play</p> <p>Additional training for midday meal supervisors</p>	<p>Targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects.'</p> <p>'Programmes of two to six months seem to produce more long-lasting results.'</p>	<p>Attendance of weekly staff meetings to gather information on student s requiring support</p> <p>3- 6 months minimum support for selected students receiving 1:1 support</p>		<p>engagement and playground behaviour</p> <p>Reduced exclusions and behaviour incidents</p> <p>Increase in engagement and attendance of parents for TAC/ TAF meetings and take up of Early Help agencies</p> <p>Increased engagement of parents in workshops, parents evening and other school events</p> <p>Children are able to access any external or internal support that is needed</p>
To improve self-esteem and sense of school identity	PP children receive relevant items of school uniform		<p>Implementation of new school uniform policy. Including uniform assistance application targeted at PP children</p> <p>Weekly reminders to staff regarding school uniform</p>	A Perera Business Manager	<p>Increase in number of pupil premium students who are compliant with school uniform policy to create sense of school community and belonging</p>

			Promotion of school uniform expectations to parents via texts, emails and school newsletter		
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Statutory Assessments 2019 (most recent due to COVID restrictions)

Year 1 Phonics Test (2018-19)					
	All pupils (disaggregated)	% pupils eligible for PP (no)	National PP	% pupils not eligible for PP (no)	% National
	82%	78.9%	70.6%	77%	84%

Year 2 Attainment results (2018 - 19)						
PP Cohort	27 / 56 pupils	All Pupils (disaggregated)	% pupils eligible for PP (no)	National PP	% pupils not eligible for PP (no)	% National
Reading		76%	74.1%	62%	77.4%	74.9%
Writing		70%	70.4%	55%	71%	69%
Maths		76%	77.8%	62.5%	67.7%	75.6%

Year 2 Attainment results Greater Depth %				
PP Cohort	19 / 51 pupils	% pupils eligible for PP (no)	National PP	% pupils not eligible for PP (no)
Reading		11.1%	13.8%	19.4%
Writing		3.7%	7.2%	19.4%
Maths		11.1%	11.8%	25.8%

Year 2 Attainment results overall progress score %				
PP Cohort	19 / 51 pupils	% pupils eligible for PP (no)	National PP	% pupils not eligible for PP (no)
Reading		4.67	-0.62	2.71
Writing		2.79	0.26	4.43

Maths	-0.22	0.71	-0.5
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Year 6 Attainment results (2018- 2019)						
PP Cohort	36 / 58 pupils	All Pupils	% pupils eligible for PP (no)	National PP	% pupils not eligible for PP (no)	% National
Combined R, W , M achieving expected		67%	63.9%	51.2%	71.4%	65%
Combined R, W , M achieving GD	/		5.6%	4.7%	19%	/
Reading		86%	86.1%	61.9%	85.7%	73.1%
Writing		71.9%	69.4%	67.7%	76.2%	78.4%
Maths		71.9%	69.4%	67.2%	76%	78.6%
EGPS		84.2%	83.3%	67.2%	85.7%	78%

Attendance Data 2018-19				
	% Absence	% PP Absence	% PA	Attendance school target
	5.94% (94% whole school attendance)	7.1% (92.9% PP attendance)	21.43%	96%