

PUPIL PREMIUM STRATEGY STATEMENT: HORSFORD CE VA PRIMARY SCHOOL



2017 - 2018

Pupil Premium Strategy Statement: Horsford CE VA Primary School

Introduction

The Government believes that the Pupil Premium, in addition to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Looked-after children face additional barriers to reaching their potential and so these pupils too will receive a premium.

In the new funding arrangements some pupil premium funding is also available for the children of armed services personnel. Service children - many of whose parents are risking their lives for their country - face unique challenges and stresses.

It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Source DfE website

Pupil Premium Strategy Statement: Horsford CE VA Primary School

Principles

At Horsford Primary School:

- we ensure that teaching and learning opportunities meet the needs of all of the pupils
- we ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- in making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- we also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

Pupil Premium Strategy Statement: Horsford CE VA Primary School

1. Summary information					
School	Horsford CE VA Primary School				
Academic Year	2017/18	Total PP budget	£70,980	Date of most recent PP Review	September 2017
Total number of pupils	Oct. '16 census 289	Number of pupils eligible for PP	45 (15.5%) Oct. '16 Census	Date for next internal review of this strategy	September 2018

2. Attainment			
EYFS GLD for: 2016 – 2017 (8 pupils)	<i>All Pupils (our school/national average)</i>	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school/national average)</i>
% achieving EYFS GLD	72% / 71%	62.5%	
Year 1 Phonics for: 2016 – 2017 (3 pupils)	<i>All Pupils (our school/national average)</i>	<i>Pupils eligible for PP (our school/national average)</i>	<i>Pupils not eligible for PP (our school/national average)</i>
% achieving Year 1 Phonics Screening	72% / 81%	67% / 84%	73% / 84%
KS1 Attainment for: 2016 – 2017 (8 pupils)	<i>All Pupils (our school/national average)</i>	<i>Pupils eligible for PP (our school/national average)</i>	<i>Pupils not eligible for PP (our school/national average)</i>
% achieving expected standard in reading, writing and maths	63% / %	45% /	
% achieving expected standard in reading	73% / 76%	75% / 79%	73% / 79%
% achieving expected standard in writing	71% / 68%	63% / 72%	73% / 72%
% achieving expected standard in maths	77% / 75%	88% / 79%	75% / 79%
KS2 Attainment for: 2016 – 2017 (10 pupils)	<i>All Pupils (our school/national average)</i>	<i>Pupils eligible for PP (our school/national average)</i>	<i>Pupils not eligible for PP (our school/national average)</i>
% achieving expected standard in reading, writing and maths	51% / 61%	50% / 67%	52% / 67%

% achieving expected standard in reading	67% / 71%	70% / 77%	66% / 77%
% achieving expected standard in writing	72% / 76%	80% / 81%	69% / 81%
% achieving expected standard in maths	65% / 75%	60% / 80%	62% / 80%

3. Progress			
Progress for: 2016 – 2017 (10 pupils)	<i>All Pupils (our school/national average)</i>	<i>Pupils eligible for PP (our school/national average)</i>	<i>Pupils not eligible for PP (our school/national average)</i>
% progress in reading	-0.11 / 0	-0.51 / 0.33	-0.04 /
% progress in writing	1.31 / 0	-0.33 / 0.17	1.87 /
% progress in maths	-3.04 / 0	-3.98 / 0.28	-2.69 /

4. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>Horsford Primary has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:</i>	
A.	Poor reading skills (phonics) - Less than 70% of disadvantaged pupils met the expected standard in phonics at the end of Year 1. This slows progress in reading and writing across years in KS2, although this has improved since 2015/16. Access to and knowledge of vocabulary – especially from books – this affects reading and writing attainment for PP children.
B.	Writing, particularly communication and language are not consistent for some learners eligible for PP when compared to other learners (KS1).
C.	Access to extra-curricular activities – educational experiences such as trips and participation on physical activities
D.	Emotional issues for a proportion of pupils are having a detrimental effect on their academic progress. Levels of resilience for some pupils are not good; this can lead to an over reliance on adults and a detrimental effect on academic progress. Children need to be 'ready to learn' in class (children are in a secure place mentally/emotionally).
E.	Maths, particularly number fluency, retention and application are lower for some learners eligible for PP when compared to other learners.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F.	Historically pupils on entry in Year 3 are often unable to replicate the standards achieved at the end of Key Stage One.
G.	Some learners eligible for PP are not able to access enrichment opportunities that are provided for children inside and outside of school hours.
H.	Low ambition
I.	Attendance

5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Pupils' phonic knowledge improves, PP in line with non PP children and all pupils in line with at least national. Attainment in reading, writing and GPS improves.</p> <p>Vocabulary knowledge improves; – especially from books – this affects reading and writing attainment for PP children. Vocabulary knowledge enables children to access the curriculum more effectively.</p> <p>Pupils read regularly and have access to high quality texts within guided reading and English lessons and opportunities to participate in speaking and listening.</p>	<p>Children make better progress in phonics and reading and as a result this enables children to access the curriculum more effectively and attainment in reading, writing and GPS improves across the school. Pupils' vocabulary and knowledge of vocabulary improves. Improved attainment and progress in reading and writing across all year groups to at least match national data, especially KS2.</p>
B.	<p>Writing improves throughout the school; boys particularly feel more inspired to write.</p>	<p>Children make better progress in writing and as a result attainment in reading, writing and GPS improves across the school. Pupils' vocabulary and knowledge of vocabulary improves. Improved attainment and progress in reading and writing across all year groups to at least match national data, especially KS2.</p>
C.	<p>Access to and participation in extra-curricular activities improved.</p>	<p>Increased access and participation in extra-curricular activities enhances the social skills and skills and knowledge of pupils.</p>
D.	<p>Emotional issues of pupils addressed; resilience improved.</p> <p>Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved in a positive way.</p> <p>Pupils can access learning in class because their physiological, safety and esteem needs are met.</p>	<p>Fewer crisis or anxiety fuelled incidents.</p> <p>Pupils are ready to learn in class without the need for further intervention.</p> <p>Children retain more friendships and are less distracted as a result of falling out with others. Children need less support in class time to resolve friendship issues.</p>
E.	<p>Higher rates of progress across Key Stage 2 for all pupils eligible for PP; particularly in maths.</p> <p>Gaps are identified and targeted teaching/intervention teach to gaps.</p> <p>Pupils are excellent problem solvers, retain and apply mathematics taught.</p>	<p>Pupils eligible for PP make as much progress as 'other' pupils across the key stage in maths, reading and writing. Measured in Years 3, 4 and 5 by Teacher assessment supported by Rising Stars Summative assessments and successful moderation practices established between the partnership and the cluster.</p>
F.	<p>Children make expected or better attainment and progress and talk with enthusiasm about their academic future.</p> <p>Pupils are exposed to a wide range of social/cultural and sporting experiences.</p>	<p>Children talk about their future with enthusiasm.</p> <p>Children talk about academic targets with excitement and confidence.</p> <p>Children set/attempt challenging targets.</p> <p>Children speak ambitiously about their future at secondary school and beyond.</p>
G.	<p>The attendance of children improves.</p>	<p>Reduce the number of persistent absentees (particularly among pupils eligible for PP)</p> <p>FPN will no longer be necessary and time spent on Fast Track greatly reduced.</p> <p>Attendance for all children at least in line with the national average of 96%.</p>

	An author will be celebrated and children encouraged to read.	Activities and learning completed as a result of reading will show the children's interests in books and will demonstrate improved knowledge of vocabulary.				
C.	Subsidise residential, day visits and extra-curricular activities. Reading Project visits, books, theatre and cinema trips and author visits. Maintain minibus.	During the academic year, year groups organise day trips and residential visits to support and enhance the learning and teaching of current topics. The extra-curricular activities help the children develop skills outside the curriculum and develop friendships beyond the classroom and in some instances beyond the school. Social skills are developed through participation in a range of clubs provided by the school or external providers. Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence. Pupils enjoy the experience of being at school and are keen to come early/stay later to participate in chosen activities. Learning is supported by trips that are carefully planned to enhance the school's curriculum. Pupils are able to participate fully in school trips and residential trips Social skills, independence, perseverance, and team work are developed through participation in group activities and overnight stays on residential.	Governor monitoring. Annual analysis of numbers of children who have taken part in clubs. Staff to talk to children and parents about possible interests and available clubs. Initial letters to include information to parents about available funding. Teachers aware of available funding and can approach parents if appropriate.	Heads of School.	Up to +4	September 2018 £2700
D	Families in need of support – Parent Support Advisor; 'Strengthening Families'	To offer pastoral support to vulnerable families and children and improve outcomes for the children by improving attendance or overcoming other barriers to success.	Monitored closely by Heads of School and executive deputy for SEND.		Up to +4	£5,850
D	Children with EBD/MH needs - Support provided by 'Time for You' and 'Mindfulness'	To allow children to overcome anxieties or anger that is impeding their ability to function in school effectively/appropriately. To improve learning behaviours and social skills.	Monitored closely by Heads of School and executive deputy for SEND.		+4	£3,900

D & E.	<p>Smaller ability set classes for English and mathematics in KS1 and KS2.</p> <p>Small groups for phonics to ensure all children 'catch up'.</p>	<p>The school has very small year groups which although are not financially beneficial do allow us to teach children in small class groups. The two Heads of School, one on each site are non-class based and teach across the school to teach English and maths in smaller classes in set groups (ability sets). Teaching Assistants also take small intervention groups to support this. The evidence so far shows that this enables children to make better progress and teachers can focus on ensuring the pupils in receipt of PP make good or better progress.</p> <p>This also allows additional high quality teaching groups to take place to enable those children who are not secure in phonics and comprehension to catch up.</p> <p>Small group teaching with highly qualified staff has shown to be effective; John Hattie and EEF Toolkit.</p>	<p>Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring.</p> <p>Teachers to work with others and identify areas for improvement. Teachers to coach each other. Teachers to support each other in promoting good practice.</p> <p>Children receive interventions from highly trained members of staff to ensure that pupils make better progress as this provides focussed quality first teaching.</p>	<p>Executive Deputy Heads of School</p>	<p>+3 to +5</p>	<p>September 2018</p> <p>£42,450</p>
	<p>Continue to purchase 'Mathletics' which is online reinforcement of learning which can be completed at home and school.</p>	<p>The evidence shows that children are motivated to use such online products and make good or better progress as a result.</p>		<p>Maths Lead.</p>		<p>No cost – main budget</p>
	<p>Whole school mathematics projects to be introduced – to include purchasing good quality mathematics books.</p>					<p>£750</p>

<p>D & E.</p>	<p>To deliver intervention groups to boost children working at ARE and higher achievers in addition to standard lessons.</p>	<p>Teachers can identify gaps in children's knowledge and focus on ensuring pupils make good or better progress. Small group boosters with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit.</p>	<p>Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring.</p> <p>Extra teaching time and preparation time paid for from PP budget.</p> <p>Impact overseen by English and maths leads.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>Executive Deputy Heads of School TLR posts</p>	<p>+3 to +5</p>	<p>September 2018</p> <p>£1500</p>
<p>F.</p>	<p>Pupil Progress meetings half termly will inform how children are performing.</p> <p>Assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired career. The school will subsidise all children to be able to access Children's University.</p>	<p>Children who are not on track to meet their end of year target will gain support from intervention.</p> <p>Assemblies are an opportunity to showcase careers and inspirational people allowing pupils to see that it is achievable for them too. Children have the opportunities to experience a range of activities and locations (Learning Destinations) whilst they gather Children's University hours leading to certificates and rewards awarded at graduation ceremonies.</p>	<p>Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring.</p> <p>Extra teaching time and preparation time paid for from PP budget.</p> <p>Impact overseen by TLR post holders.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p> <p>Communicate effectively with parents and carers about the free opportunities available at Learning Destinations across the county. Ensure parents are invited to graduation ceremonies.</p>	<p>Heads of School TLR Posts</p>	<p>+3 to +5</p> <p>+2</p>	<p>September 2018</p> <p>£650 for CU registration £300 subsidy for the purchase of passports.</p>

D, E & F	Continue to improve feedback received during and after lessons – including feedback available to parents and children at assertive mentoring meetings.	Ensure children have the relevant feedback relative to the learning objectives and staff are to ensure that they highlight what a pupil has done well and what needs to improve, provide next steps in children’s learning. In discussion with children and parents, and paying attention to formative and summative assessments, targets will be set and shared with at a termly assertive mentoring meeting.	Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring. Pupil Progress meetings.	SLT	+8	Termly No cost
G.	Topics at school will interest all children. They will include WOW days and exciting activities and trips throughout each term. Enquiry Curriculum introduced.	When a child is interested and cares about the topics learned and their purpose, this can become a hook to make them want to come to school.	Curriculum will be shared with parents and the weekly newsletter will be used to give additional information to parents and families.	Subject leads.		Termly Costs included in strategy and revenue
Total budgeted cost						£60,850
ii. 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 Executive Deputy for SEND	EEF Impact Months	When will you review implementation?
A+B	Use speech and language resource to support children’s development. Speech consultant to offer consultations with parents. Speech consultant to work with the children. Speech consultant to offer CPD for staff in supporting speech and language development with individuals.	Identified children (including PP) come into school with speech and language difficulties and below age related expectations. The targeted speech support will raise the profile of speech and language in school and give key areas of support to individuals who are limited in progress as a result of speech and language needs. Improved speech and language will impact reading and writing progress and understanding across the curriculum.	Development hours made available for CPD for support staff so highest attendance is possible. SENDCO will track the impact the speech and language support is having on provision in class and progress of identified children.	Executive Deputy for SEND working in partnership with SENDCOs and Fritha Fayers	+5	September 2018 £666

C.	<p>Continue to implement additional support groups with appropriate staff to support children experiencing anxiety and EBD.</p> <p>Drawing Therapy Art Therapy The Benjamin Foundation</p>	<p>Identified children (including PP) come into school with anxieties which prevent them from accessing the curriculum. Identified children (including PP) find friendships difficult to maintain and this has an effect on their ability to access the curriculum.</p> <p>Behaviour – particularly those with specific emotional and social difficulties has improved.</p> <p>Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and they can then become more engaged with school work.</p>	<p>SEND Lead and Executive Deputy for SEND will monitor and report regularly to SLT and governors.</p> <p>Pupil and Parent views.</p>	<p>Head of School SEND Lead</p>	<p>+4</p> <p>+3</p>	<p>September 2018</p> <p>£4980</p>
C.	<p>Continue to implement the PATHs programme in school. Ensure all staff access the training and all appropriate resources are available. PATHs ensures all children recognise their feelings and feel safe to talk about their feelings.</p>	<p>Identified children (including PP) come into school with anxieties which prevent them from accessing the curriculum. Identified children (including PP) find friendships difficult to maintain and this has an effect on their ability to access the curriculum.</p> <p>PATHs creates an emotionally safe ethos in the classroom and children will feel confident to share their worries/fears/thoughts. This will mean that staff are aware of concerns early on before they become a catalyst for anger.</p>	<p>Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring.</p> <p>Engage with parents and pupils to fully explain PATHs approach.</p> <p>Communicate effectively with Healthy School Colleagues to update training and provide INSET and complete impact questionnaire.</p>	<p>SEND/PS HE lead. Work in partnership with Norfolk Healthy Schools Team.</p>	<p>+4</p>	<p>September 2018</p> <p>£350</p>
C.	<p>1:1 support where necessary to enable all children to access the curriculum.</p>	<p>See above</p>		<p>Head of School.</p>	<p>+5</p>	<p>September 2018 Within current staffing</p>
C.	<p>Build on Character Education work (with SkillForce) to enhance reciprocity and reflection for our learners.</p>	<p>Successful completion of SkillForce 'Junior Princes' Award' enhances the confidence of the pupils and they feel more able to 'have a go'.</p> <p>Forest Schools KS1.</p>	<p>Review of last year's project identified the most effective project and we will continue to work closely with SkillForce and its instructors and by association with the Character Education Project at Birmingham University.</p>	<p>Executive Headteacher with Executive Deputy for School Improvement</p>	<p>+4</p>	<p>September 2018</p> <p>£4500</p>

D.	Higher rates of progress across the school for pupils eligible for PP; particularly in mathematics.	Regular small group sessions with an experienced teacher in addition to standard lessons.	We will provide extra support to improve attainment for pupils in receipt of PP. Small groups with highly qualified staff have been shown to be effective, as discussed in reliable evidence such as the EEF Toolkit.	Executive Deputy and Heads of School.	+3 to +5	September 2018 Within current staffing
G.	First day response provision. Attendance officer will be involved with families whose attendance falls below 87%. The PSA will be asked to work with families who are consistently falling below 90%. Awards given to children who have 'good' attendance.	NFER identifies addressing attendance as a key issue. When children attend school regularly, they make more progress. Evidence shows that children who attend school regularly make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving rewards.	Attendance monitored half termly. Any absence addressed immediately.	Head of School and Office staff.		Termly. No additional cost
Total budgeted cost						£10,496
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?
Children who are eligible for Pupil Premium are identified as soon as possible. To ensure inclusion and wellbeing	School jumpers are provided for children whose parents sign up for FSM on entry to school.	Since Universal Free School meals were introduced the funds received for Pupil premium have reduced. We would like to identify children who are socially disadvantaged at the earliest point possible to try and ensure they receive the support/intervention they require to ensure they do not fall behind their peers.	Speak to parents at Open Days and provide information to let parents know the jumpers are available. On admission to school.	Head of School		September 2018 £300
Total budgeted cost						£300

Review of expenditure of 16 / 17 below:

Review of Expenditure				
Academic year	16/17			
iv. 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
Improved reading standards	Guided Reading. Whole school Reading projects continue – to include purchasing good quality literature for children to own their own copy. An author will be celebrated and children encouraged to read.	KS1 and KS2 Results 2017 The percentage of pupils eligible for pupil premium did a little better than other pupils in reading (except for phonics in Year 1).	Some parents participated in the reading project to learn alongside their child during school visits. There tended to be better attendance at Holt Road than Mill Lane. Pupils were enthused by the author visits, particularly by the poet Karl Nova. All were inspired to read his poems and write their own poems and raps. Boys particularly enjoyed his visit. Karl Nova will be returning to Horsford in spring term 2018. Guided reading and whole school reading projects will continue.	£750
Access to extra-curricular activities – educational experiences such as trips and participation on physical activities	Subsidise residential, day visits and extra-curricular activities. Reading Project visits, books, theatre and cinema trips and author visits. Maintain minibus.	High. Almost all pupil participation in day visits and increased participation in residential visits. Subsidising visits is the fairest way to ensure all pupils participate in educational visits (including those who are just above the PP threshold). Subsidies have also increased participation in extra - curricular clubs.	Need to continue to promote that the visits and activities are subsidised and offer payment plans. Minibus is vital to ensure children are able to participate in sport competitions and participate in local visits – a minibus is required to ensure this provision may be continued long term.	£2700

<p>Improved phonics outcomes.</p> <p>Higher rates of progress across Key Stages for all pupils eligible for PP</p>	<p>Small groups for phonics to ensure all children 'catch up'.</p> <p>Small group teaching in KS1</p> <p>Smaller ability set classes for English and mathematics in KS2.</p> <p>Use of 'Mathletics' which can be used at home or school.</p> <p>To deliver 1:2 tuition to boost children working at ARE and higher achievers, with a specific focus on maths and GPS. In addition to standard lessons.</p> <p>The school will subsidise all children to be able to access Children's University.</p>	<p>The pupils in receipt of pupil premium did not do as well as others in the phonics screening test, however the number of PP children was very small and the results of such a small cohort must therefore be treated with caution.</p> <p>In KS1 attainment for PP children in reading and writing was higher than for non PP children but lower in writing.</p> <p>In KS2 progress rates for PP children improved from 2016 in reading and writing but remained the same for maths. The difference between PP and non PP children was diminished in reading and writing.</p> <p>Children were motivated to use this product; impact was stronger in KS1 for PP children. Mathematics is a whole school focus for 2017 – 2018.</p> <p>GPS results improved from 2016. The percentage of pupils eligible for pupil premium did as well as other pupils at the expected standard in GPS and maths.</p> <p>A large number of children participated in this scheme and enjoyed graduating at the ceremonies where their achievements were celebrated.</p>	<p>Phonics groups to continue – this is the second year of the implementation of a new scheme and we expect to see improved outcomes in 2018.</p> <p>In 2017 – 2018, the Heads of School will teach English and Maths sets in Years 2, 5 and 6. An additional member of staff will take an additional set in English and maths Years 3 / 4 to enable pupils to be taught in smaller groups and in single age classes.</p>	<p>£42,450</p> <p>£750</p> <p>£1500</p> <p>July 2017 £650 for CU registration £650 subsidy for the purchase of passports.</p>
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v. 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
<p>Emotional issues of pupils addressed; resilience improved. Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved in a positive way. Pupils able to access the curriculum more effectively.</p>	<p>Implement additional support groups with appropriate staff to support children experiencing anxiety and EBD.</p> <p>Drawing Therapy Art Therapy The Benjamin Foundation.</p> <p>1:1 support where necessary to enable all children to access the curriculum.</p>	<p>Behaviour – particularly those with specific emotional and social difficulties improved. Exclusion rates reduced.</p> <p>Children did open up and learn strategies to cope with unhappy feelings. They began to find solutions to problems or friendship issues and they then became more engaged with school work.</p> <p>Records show that this had a big impact upon the children’s ability to remain on task, remain in class and in some cases move to a position the additional support is no longer required. Some children require ongoing support.</p>	<p>Necessary to continue with this approach, particularly with some pupils in KS1 in 2017 – 2018.</p> <p>Necessary to extend provision to include additional support for vulnerable families; some funds will be used to employ a PSA in 2017 – 2018.</p> <p>We will continue this approach with amendments as necessary and identified by specific cohorts of pupils.</p>	<p>£5000</p> <p>Within current staffing</p>
	<p>Implement the PATHs programme in school. Ensure all staff access the training and all appropriate resources are available.</p>	<p>PATHs helped to create an emotionally safe ethos in the classroom and children were more confident to share their worries/fears/thoughts. This meant that staff were aware of concerns early on before they became a catalyst for anger.</p> <p>As above</p>	<p>Due to staff turnover it is necessary to train new staff in 2017 – 2018 to ensure consistency in this approach.</p>	<p>£750</p>
	<p>Build on Character Education work (with SkillForce) to enhance reciprocity and reflection for our learners.</p>	<p>Successful completion of SkillForce ‘Junior Princes’ Award’ enhances the confidence of the pupils and they feel more able to ‘have a go’.</p>	<p>Review of last year’s project identified this was a most effective project and we will continue to work closely with SkillForce and its instructors; children confidence was significantly improved and as a result their willingness ‘to have a go’.</p>	<p>£4500</p>

Improve attendance	First day response provision. Attendance officer will be involved with families whose attendance falls below 87%. The PSA will be asked to work with families who are consistently falling below 90%. Awards given to children who have 'good' attendance.	Attendance overall is at the national average.	Continue to ensure attendance is monitored half termly and any absence addressed immediately.	Termly. No additional cost
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vi. 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
Children who are eligible for Pupil Premium are identified as soon as possible. To ensure inclusion and wellbeing	School jumpers are provided for children whose parents sign up for FSM on entry to school.	Children who are socially disadvantaged were identified at the earliest point possible to try and ensure they receive the support/intervention they require to ensure they do not fall behind their peers.	We will continue to speak to parents at Open Days and provide information to let parents know the jumpers are available on admission to school.	£300

7. Additional detail – Pupil Voice

The views of the pupils are also sought where possible when reviewing the provision provided. Pupils are asked about the impact that mindfulness has had by completing a questionnaire before and after mindfulness activities. Skillforce and the Benjamin Foundation also do questionnaires to gauge the impact of their work and to access the pupil voice. Other sources of information would be the Strengths and Difficulties questionnaires, PATHS reports and pupil input during Assertive Mentoring meetings.