



# **Iver Village Junior School**

## **Pupil Premium Policy**

Article 26, 27

Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.

Pupil Premium Lead: Sarah Chapman-Allen

Pupil premium Governor: Andrew Nurse

Review Date	Reviewed by	Changes
September 2019	SCA	Updated Pupil Premium form
September 2020	SCA	Changed the data and updated form

### **Philosophy:**

At Iver Village Junior School the spiritual, social, moral and cultural (SMSC) development of all our children and being safe is paramount. We believe that the most important function of the school is to maintain an environment in which every member of the school is able to achieve success and self-fulfilment. There must be a total consistency of expectation that everyone (irrespective of gender, race or culture) should feel safe and secure, have empathy for all others, and place a high value upon individual achievement and personal development.

### **The Pupil Premium Definition:**

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. In 2020 to 2021 the proposed funding is £1345 per pupil. For Looked After Children the funding is £2345.

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs.

*'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.'*

However, we are accountable for the use of this additional funding. We also note that Pupil Premium children are also referred to as 'disadvantaged' pupils.

### **IVJS Pupil Premium Ethos and Aims:**

Promoting and ensuring that every child reaches their full potential is paramount at Iver Village Junior School. High expectations and consistency of progress and achievement for all pupils is embedded throughout our school and this is enhanced further ensuring Pupil Premium is used to maximum effect.

No one child is the same and thus this is reflected in the wide variety of ways PP is utilised. The provision provided encompasses both direct approaches to 'diminishing the gap' and other more creative interventions, which subsequently influence academic achievement and very importantly enhance their social and emotional well-being. We believe that PP should be used to impact the wider school but it is also pertinent that the PP is specifically tailored to meet the needs of individual PP pupils in addition to and in different ways from our other intervention programmes.

- Iver Village Junior School adopts a whole school approach with all being empowered and accountable for their pupil premium pupils. It is also a key focus for SLT with a shared purpose but has one strategic lead who is on the Senior Leadership Team.
- There should be no gap in progress or attainment between pupil premium pupils and their cohort.
- Pupil premium funds will be ring fenced to directly benefit and target pupils from the wider school but also specifically tailored to meet the needs of individual PP pupils in addition to and in different ways from other intervention programmes as required.
- All expenditure to be evaluated using key performance indicators including attendance, attainment, progress and punctuality.
- PP is a key focus of teaching and learning and plays a crucial part in planning, monitoring and assessment.
- Direct involvement by all stakeholders including our PP governor.
- Governors, especially our PP governor, to be fully involved in the monitoring and evaluation of the PP interventions, analysis and costings.

### **IVJS Contextual Information:**

#### **September 2020:**

	Year 3	Year 4	Year 5	Year 6	Total and Percentage compared to Whole School Roll
<b>Total</b>	8	17	14	18	57 (26%)
<b>Girls</b>	3	9	4	9	25 (13%)
<b>Boys</b>	5	8	10	9	32 (15%)
<b>FSM</b>	8	16	7	12	43 (20%)
<b>Ever Six</b>	0	1	7	6	14 (6%)
<b>Traveller Background</b>	0	5	0	1	6 (3%)
<b>White British</b>	5	10	11	13	39 (18%)
<b>Any other background</b>	3	2	3	4	12 (5%)
<b>SEN</b>	3	2	3	6	14 (6%)

Total students in school, PP and Non PP: 220

### **Purpose of the Pupil Premium Policy**

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us as an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupils. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by the Pupil Premium. We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be published on a school's website. Section 9 of this regulation requires schools to publish 'The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated' (Appendix A).

Through this policy we shall publish the above information. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

### **How We Will Make Decisions Regarding the Use Of The Pupil Premium:**

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose. We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils.
- Use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

### **Development of the Policy:**

This policy has been developed in consultation with our pupils, staff, governors and parents and carers. It is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school.

In developing this policy we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010.

When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework, which places a strong focus on improving the learning and progress of different groups and on narrowing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

### **Roles and Responsibilities:**

We believe all members of our school community, particularly staff and governors, to be committed to raising standards and narrowing the attainment gaps for our pupils.

### **The Head and Senior Leadership Team.**

The Head and Senior Leadership Team are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils. They will also ensure that the staff are given appropriate support and relevant professional development opportunities to accelerate pupils' progress and attainment. Through teacher appraisal arrangements, they will make sure narrowing the gaps is a priority area of focus for the school.

It will be the responsibility of the Pupil Premium Lead to include the following information in the annual report for Governors:

- The progress made towards narrowing the gap, by year group, for disadvantaged pupils
- An outline of the provision that has been made since the last annual report
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

Our Inclusion Manager has day-to-day responsibility for co-ordinating the implementation of this policy and monitoring outcomes. She has expert and informed knowledge of evidence based research of 'what works' and 'how' this works in narrowing the gaps. We know how to customise this research to fit the needs of our pupils and school context.

Our Head Teacher and Inclusion Manager in conjunction with the finance committee will monitor the use of the Pupil Premium to track the allocation and use of Pupil Premium funding. They, alongside the Governing Body, will also check to see that it is providing value for money.

### **Teaching and Support Staff will:**

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability',
- Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive,
- Plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- Support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind,
- Keep up-to-date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement.
- We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps.

### **Governing Body:**

Our governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented.

Our Pupil Premium Governor, John Barrett is responsible for ensuring the implementation of this policy.

Our governing body will, at least termly, keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.

### **Pupil Premium Provision and practices;**

We have a PP governor to provide challenge and question effectiveness.

Iver Village Junior School have a Pupil Premium Register whereby all children are identified on entry to the school and this clearly demonstrates the areas they fulfil the PP criteria and other vulnerable group data. This register is given to every member of staff, including all learning support staff, to ensure everyone is fully aware of whom their PP children are. PP is an agenda item at every weekly meeting, Governor meetings and finance meetings to ensure it remains a high profile at all times. During these times, interventions and provisions are discussed, renewed and analysed for impact. SLT team also evaluate value for money through the scrutiny of analysed data, as well as additional evidence, which demonstrates the positive impact of our interventions. In addition to this, teachers are presented with context sheets on a half termly basis whereby all vulnerable group children are clearly shown and these include all areas of PP.

### **Provision for 2020 - 2021:**

The school ethos is to supplement and enhance the provision to provide the best outcomes for ALL our children, pupil premium and non-pupil premium. The calculated figures show the money directly spent on pupil premium; additional funding is used from the school budget to support many of these interventions for ALL our pupils.

We constantly review and update our interventions throughout the academic year in accordance with our evaluations of impact and value for money.

### **Iver Village Junior School Key Priorities 2020-2021:**

Involving parents and carers and making the family unit central to Pupil Premium is a continued key priority for us this year and working with our transition schools. Furthermore, a rigorous and thorough assessment process for all our pupil premium pupils and the groups within Pupil Premium (including boys, girls, and SEN pupils) and provision management, evaluating each of the interventions directly compared to the allocation of funds, will continue to be used throughout the year to ensure maximum value for money and impact. This analysis will subsequently inform future provision, policy, actions and practice. We will continue to investigate and explore innovative and creative new interventions to ensure we utilise our pupil premium resources to the utmost effect. Our Senior Leadership Team and Pupil Premium Governor, alongside the whole Governing Body, will ensure a whole school vision continues to be shared with all stakeholders in their drive to ensure excellence of standards and provision for our Pupil Premium pupils.

### **Monitoring and Reviewing the Policy:**

Our work in relation to the Pupil Premium will be reviewed on a ½ termly basis to ensure it is having the intended impact in narrowing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake ongoing evaluations of the strategies we are using, such as that outlined in The DIY Evaluation Guide provided by the Education Endowment Foundation.

Our annual review will involve staff, pupils, governors and parents and carers.

### **Disseminating the Policy:**

This Pupil Premium policy along with the details of actions will be published.

- On our website (with paper copies available on request in the school office).
- In the staff handbook and as part of induction for new staff included.
- We will also use other methods and occasions such as parents' evenings and assemblies, as appropriate to share information about the Pupil Premium.

**Reviewed September 2020**

**Next Review September 2021**



## Iver Village Junior School

### Pupil Premium 2020 - 2021

#### 1. Summary information

<b>School</b>	Iver Village Junior School				
<b>Academic Year</b>	2020	<b>Total PP budget</b>	£78665	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	220	<b>Number of pupils eligible for PP</b>	57	<b>Date for next internal review of this strategy</b>	July 2020

#### 2. Current attainment

	<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>	
	2019	2020	2019	2020
<b>% achieving in reading, writing and maths</b>	70%	N/A	79%	N/A
<b>% at ARE in reading</b>	70%	N/A	87%	N/A
<b>% at ARE in writing</b>	80%	N/A	95%	N/A
<b>% at ARE in maths</b>	90%	N/A	91%	N/A

#### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

##### **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	Maths skills (reasoning skills) across the Year groups are lower for pupils eligible for PP than for other pupils
<b>B.</b>	Number of PP children who have SEN is significant
<b>C.</b>	Poor emotional resilience, self-regulation skills and limited aspiration impact on many pupil's ability to work collaboratively

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

**D.** The percentage of pupils with attendance below 90% is much higher for PP pupils than non-PP. Home factors are inhibiting good attendance in some cases.

**4. Desired outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increase the proportions of PP pupils working at and above expected levels in maths	Pupils eligible for PP across the school make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations in Maths. 80% of pupils will reach expected standard.
<b>B.</b>	SEN pupils who are also eligible for pupil premium make good personal progress in line with their cohort and need	Clear differentiation in lessons. Provision maps are in place and children are supported through a range of approaches. These are monitored and assessed appropriately. Assessment shows that these pupils make average/above average progress. LSAs use clear interventions to support these children.
<b>C.</b>	Remove the barriers for specified individual pupils. Build emotional resilience and aspiration for all through the values curriculum and our learning philosophy	Individual personalised plans are in place for high risk pupils. Monitoring outcomes show that success criteria for these have been met. Support emotional need through play therapy/family link worker/learning mentor
<b>D.</b>	Improve attendance figures for PP pupils. Ensure that there are fewer PP pupils with less than 90% attendance than in previous years.	Attendance for PP pupils improves and will be at least in line with the school average. The percentage of PP pupils with attendance below 90% is reduced.

## 5. Planned expenditure

Academic year

2020- 2021

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?
SEN pupils make good/above average progress	Feedback Whole staff training CPD training for individual staff Differentiated activities and resources SEN interventions	Majority of SEN pupils are making progress – although still needs to improve. We have had some new LSA's start and would like to develop and support them through the MITA approach and train them appropriately. Training started last year and is ongoing. SALT/OT to come in and train LSAs. Develop a clear area for children with SEN to complete targeted interventions. Develop Nurture group	Lead LSA's to support new LSAs SENDCO to monitor interventions and tracking SENDCo to organise CPD for LSAs and teachers Develop resources and provision to aid children's learning Adapt curriculum to meet their needs through clear SMART targets	SENDCo	December 2020 / July 2021
Increase the proportions of PP pupils working at and above expected levels in maths	CPD for staff Use of PIXL resources for interventions Focus on reasoning skills Focus on timetables through times table mastery Develop arithmetic skills	From data, gap between PP and non PP is the widest in maths especially in Year 5 and 6.	Half term monitoring from the PP coordinator. Maths coordinator to monitor / observe maths lessons. Half termly progress meetings to focus on PP children and progress in meetings.	Maths Coordinator	December 2020 / July 2021

Remove the barriers for specified individual pupils. Build emotional resilience and aspiration for all through the values curriculum and our learning philosophy	WOW days Use of Power of reading P4c questions APPs and Resources Food technology – develop dining experience and growing curriculum Use of outdoor classroom Develop independent learning Investigate big questions Play therapist Emotional Literacy resources	There is a growing evidence base surrounding the impact of emotional literacy in schools and evidence for mindfulness in adults is well established. It is well documented that children's basic and emotional needs are paramount to achieving their full potential. Maslow's (1943) Hierarchy of needs. A number of our disadvantaged pupils have emotional needs that are barriers to learning. This includes anxiety, anger management, poor social communication or impulse control. Since Lockdown many children will find it emotionally difficult and will need support.	Pupil survey Lesson observations Children will show more independence in their learning Children are making good progress Children are feeling happy and safe at school.	HT Deputy SENDCo	December 2020 / July 2021
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**Total budgeted cost**

£30,000

## 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	When will you review implementation?
SEN pupils make good/above average progress	LSA support – working with small groups of children in class or to lead a specific intervention programme.  Additional staff to run booster groups  Purchase of specific resources to develop fine and gross motor skills  Emotional Literacy programme	“Closing the Gap’ (August 2017) states that many forms of SEND affect children’s progress in school and require additional support to enable children to access education. We want to try and diminish the gap between SEND and non-SEND and rise the percentage of PP children working at or above expected. Children have missed so much schooling and will find it more challenging when returning.	SENDCo observations of interventions Lead LSA’s to monitor and support new LSA’s in team Monitor the use of resources LSA’s trained in key areas to support children from SALT and OT	SENDCo	Ongoing throughout the year. December 2020 / July 2021

To improve the outcomes for specific pupils at risk of not making expected levels in reading, writing and maths in Year 5 and 6	Targeted 1:1 and small group interventions using PIXL resources and other interventions.	Assessments from Year 4 and Year 5 from Spring 1 and clear analysis of the data show clear gaps in children's learning.	Individual and small group teaching in regular sessions. Regular feedback and monitoring to assess impact of sessions.	Deputy head and SENCo and Year 6 class teachers	Ongoing throughout the year. December 2020 / July 2021
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**Total budgeted cost** £20,000

### 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?
To minimise external barriers to pupils' attainment and progress	Work alongside vulnerable families to get children in school. Target persistent absentees and work with the children to want to come to school through use of house-points and special events. Support children emotionally when coming back to school.	Pupils' progress and attainment will be improved by minimising the external barriers for vulnerable pupils e.g. improving attendance.	Attendance officer, learning mentor and SENCo to focus on key children. Regular updates to SENCo will enable the progress of these pupils to be tracked. Attendance officer to target and support families of persistent absentees to improve attendance	SENCo and attendance Officer/ DH	December 2020 / July 2021
Provide and resource a wide, creative curriculum enriched through experiences which engage and motivate learners	Provide funding for pupils in each year group to subsidise high quality experiences to support the curriculum and improve pupil engagement.	Providing children with high quality experiences to support the curriculum will lead to pupils' improving their understanding, engagement and enjoyment of the curriculum.	Evidence collected after each experience to monitor impact on pupils' learning and engagement.	Head and Deputy	December 2020 / July 2021
To improve the quality of interventions delivered by LSA's to ensure that pupils receive good/outstanding teaching	Provide training and support for LSAs through the use of the MITA project and other agencies. Develop training in high quality resources to support children.	High quality training enables LSA's to provide high quality support to all children they are supporting.	Regular training for TA's, observations and clear monitoring of the intervention groups – half termly monitoring. Clear induction of new LSAs Appraisals 3 x a year	SENCo	December 2020 / July 2021

	LSAs to be trained in specific areas of need		LSA's assessed against LSA standards		
<b>Total budgeted cost</b>					£25,000

6. Review of expenditure				
Previous Academic Year		2019- 2020 (Autumn 1 – Spring 1)		
i. 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
SEN pupils make good/above average progress	Feedback Whole staff training CPD training for individual staff Differentiated activities and resources SEN interventions	PP children with SEN 42% made expected / above expected in reading 50% made expected / above expected in writing and maths. Ongoing training and support continues to happen to train LSAs in specific areas and the resources available.	Continue to develop the provision for children with SEN especially those who are PP as well. Continue with the chosen actions and approaches. New LSAs have started this year so continued training in all areas of need and interventions. Interventions to continue such as Word shark and Number Shark.	£10000 (Approx)
Increase the proportions of PP pupils working at and above expected levels in maths	CPD for staff Use of PIXL resources for interventions Focus on reasoning skills Focus on timetables through times table mastery Develop arithmetic ...	Numeracy coordinator and PP coordinator has monitored maths teaching and maths interventions – which links more to arithmetic questions. Maths coordinator has disseminated training to staff and then completed learning walks. There has been a clear improvement in Maths across the year groups and children are more enthused to improve their arithmetic scores.	Continue to develop maths across the school with focus on timetables practice in Year 3 and Year 4 ready for next year. Arithmetic / reasoning intervention groups to continue with Year 5 and 6 focus with PIXL groups.	£10000 (Approx)

Remove the barriers for specified individual pupils. Build emotional resilience and aspiration for all through the values curriculum and our learning philosophy	WOW days Use of Power of reading P4c questions APPs and Resources Food technology – develop dining experience and growing curriculum Use of outdoor classroom Develop independent learning Investigate big questions Family link worker Play therapist	Power of reading texts are really developing children's writing and creativity. We are continuing to develop P4c within the curriculum and have achieved P4c Silver award.  Key children were given support through Play therapy and a Family Link Worker.  Our vast range of clubs have developed over the year and engage children's interest.  Developing our food curriculum and growing curriculum.	Ongoing focus. P4c to be developed within the curriculum and guided reading lessons. Develop our food curriculum. Continue to use the Play Therapist and emotional literacy resources to support vulnerable children. Look into ELSA training.	£20000 (Approx)
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## ii. 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
SEN pupils make good/above average progress	LSA support – working with small groups of children in class or to lead a specific intervention programme.  Additional staff to run booster groups  Purchase of specific resources to develop fine and gross motor skills	Data shows children with SEN are making good average progress although this was from Spring term. Ongoing progress is needed.	Continue with the interventions this year. Look at the needs of the children and the support required. Look into more resources specifically focusing on focus, attention as well as fine and gross motor skills.  Continue to provide training to LSAs from outside agencies as well as in house through the use of the MITA scaffolding approach.	£10000 (Approx)

To improve the outcomes for specific pupils at risk of not making expected levels in reading, writing and maths in Year 6	Targeted 1:1 and small group interventions using PIXL resources run by the Deputy and LSA.	Deputy and LSA have had clear interventions. Use of PIXL resources has made a clear difference and improvement in ability. 1:1 and small group has really improved and children have valued the support.	To continue this intervention next year to support children at risk.	£500 (Approx)
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### iii. 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
To minimise external barriers to pupils' attainment and progress	Work alongside vulnerable families to get children in school. Family support worker Target persistent absentees and work with the children to want to come to school through use of house-points and	Attendance officer continues to monitor attendance and contact parents. Clear links have been made. Learning mentor and SENCo focuses on key children alongside the Family Link worker who has made a difference to key children's attendance. Emotional Literacy Support Assistant also supports children who are struggling and works with everyone. Focus on attendance during parents evening and 5 week letters to key families. We have also involved the GRT link worker.	To continue with: Attendance Officer Play Therapist 2 days Look at training another member of staff for ELSA  SENDCO to continue to monitor key children's attendance and link with parents	£10000 (Approx)
Provide and resource a wide, creative curriculum enriched through trips and experiences which engage and motivate learners	Provide funding for pupils in each year group to subsidise high quality trips and experiences to support the curriculum and improve pupil engagement.	Funding has been given to support children attend PGL and school trips as well as the ability to invite many people into the school. Pupils are engaged and value the experience which is then used to support writing and other areas of the curriculum. Funding has also been provided for breakfast and afterschool club for children who are PP.	To continue to fund trips, visits and companies to come in and support children's experiences and engage learning in a creative curriculum.	£1000 (Approx)

<p>To improve the quality of interventions delivered by LSA's to ensure that pupils receive good/outstanding teaching</p>	<p>Provide training and support for LSAs through the use of the MITA project and other agencies. Develop training in high quality resources to support children. LSAs to be trained in specific areas of</p>	<p>Ongoing support from MITA. A clear structure has been developed and a clear monitoring of interventions. LSAs have a handbook of standards and expectations.</p>	<p>To continue to use the MITA project idea and the idea of a scaffolding approach. Further training to be given to support LSAs</p>	<p>£1000 (Approx)</p>
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