

Summary information as Context to this PP Report 2018 – 2019

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|-------------------------------|-------|---|---------|--|---------|
| Academic Year | 18/19 | Total PP budget | £40,082 | Date of most recent PP Review | July 18 |
| Total number of pupils | 399 | Number of pupils eligible for PP (- Service Premium) | 62 (24) | Date for next internal review of strategy | 19/20 |

Attainment and Progress

| Reading | | | | |
|----------------|------|------|------|------|
| 2018 - 2019 | | | | |
| Cohort | NPP | PP | NPP | PP |
| | %EP | %EP | NARE | NARE |
| Y6 (45) PP 5 | 81% | 100% | 92% | 60% |
| Y5 (55) PP 5 | 91% | 80% | 93% | 50% |
| Y4 (60) PP 6 | 71% | 67% | 88% | 40% |
| Y3 (58) PP 3 | 100% | 100% | 82% | 67% |
| Y2 (59) PP 2 | 80% | 100% | 71% | 50% |
| Y1 (59) PP 1 | 98% | 100% | 80% | 100% |

| Writing | | | | |
|----------------|-----|------|------|------|
| 2018-2019 | | | | |
| Cohort | NPP | PP | NPP | PP |
| | %EP | %EP | NARE | NARE |
| Y6 (45) PP 5 | 83% | 100% | 78% | 20% |
| Y5 (55) PP 5 | 91% | 100% | 76% | 40% |
| Y4 (60) PP 6 | 94% | 83% | 69% | 40% |
| Y3 (58) PP 3 | 91% | 100% | 90% | 67% |
| Y2 (59) PP 2 | 76% | 100% | 68% | 100% |
| Y1 (59) PP 1 | 96% | 100% | 76% | 100% |

| Mathematics | | | | |
|--------------------|------|------|------|------|
| 2018-2019 | | | | |
| Cohort | NPP | PP | NPP | PP |
| | %EP | %EP | NARE | NARE |
| Y6 (45) PP 5 | 86% | 80% | 88% | 50% |
| Y5 (55) PP 5 | 93% | 80% | 84% | 100% |
| Y4 (60) PP 6 | 97% | 83% | 84% | 20% |
| Y3 (58) PP 3 | 100% | 100% | 87% | 33% |
| Y2 (59) PP 2 | 88% | 100% | 77% | 50% |
| Y1 (59) PP 1 | 95% | 100% | 81% | 100% |

1. Barriers to future attainment (for pupils eligible for PP)

Academic barriers – At Oreston Community Academy, we have recognised that there are a range of barriers for our children that can influence the amount of progress that they make:

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| A. | Attainment of Pupil Premium children is below age related expectations across the school, in all core subjects |
| B. | Social, emotional and behavioural challenges |
| C. | Low starting points on entry to Oreston Community Academy |
| D. | Attendance slightly lower for PP children compared to Non PP |
| D. | Mobility of children entering Oreston Community Academy |
| E. | Development of skills needed for parents to support their children at home |
| F. | Individualised specific learning difficulties |
| G. | Lack of opportunities to enrich the curriculum |
| Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>) | |
| H. | Low attendance at afterschool clubs |
| I. | More limited parental engagement |
| J. | Limited experience of life outside of school |
| K. | Lower aspirations |
| L. | Low expectations for future success |

2. Evaluation of the previous year against intended outcomes

| Desired Outcome | Actions and Strategies tried in order to meet intended outcomes. | Impact assessment / Review and notes. |
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| Improving quality of teaching for all £15000 | | |
| <p>Improved Oracy skills will have a positive impact on reading and writing for PP children.</p> <p>Improved vocabulary recognition which can be manipulated and applied across the curriculum</p> | <p>Continued training for staff linked to the Plymouth Oracy Project will develop the use of vocabulary across the Early Years curriculum and into Key Stage 1 and 2. This will ensure that all children, including those are high attaining, make good progress from their starting points.</p> <ul style="list-style-type: none"> - Small group additional sessions led by the TA / Class Teachers and the additional adults who have a focus on PP children across the cohorts - Use INSET sessions to deliver quality training Subject leaders to support all teachers and act as role models, including planning the use of the learning environment to promote vocabulary - Meticulous tracking of progress ensures PP pupils are making accelerated levels of progress so that they are working securely across the curriculum from their starting points. | <p>Pupil Premium children have benefited from the additional full time TA support in all classrooms in addition to targeted intervention provided by the SEN TA and additional teaching staff. The children have been given more opportunities to work in smaller groups and on a one to one basis.</p> <p>In the data reported above for progress and attainment of Pupil Premium v Non Pupil Premium, Pupil Premium children have closed the gap on making at least expected progress and outperformed in reaching NARE for:</p> <ul style="list-style-type: none"> - Reading in Year 1 - Writing in Years 1 and 2 - Maths in Years 1 and 5 <p>The school still needs to work hard to close the gap even further. Focus areas for progress are:</p> <ul style="list-style-type: none"> - Reading in Year 5 and 6 - Writing in Year 5 - Maths in Year 5 and 6 <p>The targets in the 2019/2020 SIP are:</p> <ul style="list-style-type: none"> • To ensure that those Pupil Premium children low on entry make accelerated progress to meet NARE in at least 1 core subject by the end of the key stage. • To ensure 100% of all Pupil Premium children make expected progress in reading, writing and mathematics. <p>We have appointed a new Inclusion Lead to support PP children and their families as well as Service Premium children and families to ensure this area is a priority for the school.</p> |

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| <p>Improve progress for all PP children across the core curriculum (Maths, Reading and Writing) by ensuring quality feedback and review of learning</p> | <p>To develop effective strategies for feedback and collaborative learning to impact on children’s development across the core curriculum linked to the specific needs of the child</p> <ul style="list-style-type: none"> - Use of iPads to support children with key skills. - Use of laptops to support the composition of writing (Clicker). - Whole school policy on effective marking and feedback to be reviewed and monitored as part of the leadership monitoring cycle. - Staff training on quality feedback for all children. - SLT/ Middle Leader monitoring will focus on PP children through learning walks. Feedback given to teachers will directly link to the quality of the feedback to the learners. - Book scrutiny of PP writing and maths will take place at the end of each learning block to ensure key concepts have been understood and good feedback is evident. - Conferencing feedback proforma analysed. | <p>Due to change in headship, the priorities of the school had to focus on improving teaching and learning within the classroom to accelerate progress. As a result, the Marking Review will take place in the Autumn term 2019. Learning Walks have focussed on the needs of PP children and this has been linked to the whole school focus on progress. Class Profiling created for all classes/year groups highlighting the attainment and achievement of all children in receipt of PP Grant. We have appointed a new Inclusion Lead to support PP children and their families as well as Service Premium children and families to ensure this area is a priority for the school.</p> |
| <p>Targeted Support £20000</p> | | |
| <p>Continue to further improved the Oracy skills across school with a key focus on the Early Years (including the Nursery)</p> <p>Improved attainment and progress for PP and non PP Higher performing pupils</p> | <p>The curriculum review ensures that the curriculum identified opportunities to develop Oracy skills across the school.</p> <ul style="list-style-type: none"> - Talk4 Write and the use of stem sentences in Maths Mastery to support language skills across the school - Additional Adults to support this approach across the school - PP in the Early Years are taught by class teacher for phonics. - Timetables are adapted to refocus on the Oracy skills in the revised mastery curriculum. - TAs to support the pupils with specific language interventions in order to access the new mastery curriculum. - Vocabulary to be further developed in order to support the writing process developed. - Key emphasis on vocabulary choices in writing through conferencing with identified writing champions. - KS1/Early Years Leader to monitor the quality of phonic sessions <p>Foundation leader to monitor the Quality of Early Talk / Phonics in the Nursery Setting.</p> | <p>In the data reported above for progress and attainment of Pupil Premium v Non Pupil Premium, Pupil Premium children have closed the gap on making at least expected progress and outperformed in reaching NARE for:</p> <ul style="list-style-type: none"> - Reading in Year 1 - Writing in Years 1 and 2 - Maths in Years 1 and 5 <p>The school still needs to work hard to close the gap even further. Focus areas for progress are:</p> <ul style="list-style-type: none"> - Reading in Year 5 and 6 - Writing in Year 5 - Maths in Year 5 and 6 <p>The targets in the 2019/2020 SIP are:</p> <ul style="list-style-type: none"> • To ensure that those Pupil Premium children low on entry make accelerated progress to meet NARE in at least 1 core subject by the end of the key stage. <p>To ensure 100% of all Pupil Premium children make</p> |

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| | | <p>expected progress in reading, writing and mathematics. The nursery setting has been redesigned to be able to work with children on a more regular basis with block sessions of at least 5 to promote consistency and maximise progress. This begins in September 2019.</p> |
| <p>Further engagement in the Reading process with a key focus on comprehension skills so that children make accelerated progress from their starting points.</p> | <ul style="list-style-type: none"> - Introduce Accelerated Reader scheme (AR) Y1-6 - Introduce 'Reading Buddies' in F. - Year 5/6 children work with Year 1/F pupils with low reading ages to boost confidence and love of reading - Continue to embed AR and make sure that that it engages all readers as our PP readers last year struggled with both length of text and vocabulary in KS2. We want to make sure that PP children are reading the right level of challenging material and that they have a frequent turnover of 'quizzing' to ensure progress. - Additional 1:1 support to PP children who are not reading - Impact monitored by the English Teams and impact measured at each assessment point - Interventions shared in more detail with the parents at Parent Consultation Meetings and review meetings during the year - Filters on the school tracking system ensures small steps of progress are clearly monitored by the PP champion, SEND Team and Class Teachers - Primary Stars Reading Support Programme which is part of the Sports Partnership will focus on boys and their understanding of texts on a weekly basis across the academic year <p>Teachers will monitor the online quizzing and intervene if children are not covering enough reading material.</p> | <p>Full implementation of Accelerated Reader. Full implementation of Reading Buddies – Positive feedback received by children and families promoting a real enjoyment of reading at home.</p> <ul style="list-style-type: none"> - 100% of PP children made expected progress in reading in Years 1, 2, 3 and 6. <p>Additional reading support impacted on individual children and supported closing the gaps and promoting expected progress in the year groups stated above.</p> <p>This resource was redirected to Year 6 in the spring term to support smaller class sizes in Year 6 to ensure that PP children made at least expected progress in reading. 100% of PP children did make expected progress in reading as a result.</p> |
| <p>PP children with SEN receive additional targeted support in order to tackle barriers to diminishing the difference in</p> | <p>Experienced TAs identified to work across the cohorts supporting eligible pupils in and out of class; working with class teachers to ensure provision is strategically planned to diminish the gaps</p> <ul style="list-style-type: none"> - Bespoke learning packs to support the learners with their own individual learning targets - Increased focus to be placed on the use of visual support and resources within ALL classrooms which are age specific - Pupils to be set ambitious targets that they and all staff are aware of to help | <p>Pupil Premium children have benefited from the additional full time TA support in all classrooms in addition to targeted intervention provided by the SEN TA and additional teaching staff. The children have been given more opportunities to work in smaller groups and on a one to one basis.</p> <p>In the data reported above for progress and attainment of Pupil Premium v Non Pupil Premium, Pupil Premium children have closed the gap on making at least expected progress</p> |

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| <p>order to reach age related standards</p> <p>35% of our Pupil Premium children are also on the SEND Register. These children are predominantly in KS2</p> | <p>them to make good progress</p> <ul style="list-style-type: none"> - Specific focused interventions to target accelerated progress across the curriculum in a high impact manner are delivered by Teaching Assistants and Additional Teachers. This consists of both support in class and tailored intervention sessions which are reviewed termly with the SEND Team <p>Timetables for speech and language support and TA focus will be planned to address key cohorts where needs are greater</p> | <p>and outperformed in reaching NARE for:</p> <ul style="list-style-type: none"> - Reading in Year 1 - Writing in Years 1 and 2 - Maths in Years 1 and 5 <p>The school still needs to work hard to close the gap even further. Focus areas for progress are:</p> <ul style="list-style-type: none"> - Reading in Year 5 and 6 - Writing in Year 5 - Maths in Year 5 and 6 <p>The targets in the 2019/2020 SIP are:</p> <ul style="list-style-type: none"> • To ensure that those Pupil Premium children low on entry make accelerated progress to meet NARE in at least 1 core subject by the end of the key stage. • To ensure 100% of all Pupil Premium children make expected progress in reading, writing and mathematics. <p>We have appointed a new Inclusion Lead to support PP children and their families as well as Service Premium children and families to ensure this area is a priority for the school.</p> |
| <p>Improve the progress of all PP children including those working at 'Greater Depth' in writing across the school. Quality Feedback to support Pupil Premium children in the writing process</p> | <p>Experienced teacher employed across the school to reduce class sizes and ensure eligible pupils have access to timely, effective feedback and quality teaching. Class teachers to conference with PP children using additional adults to cover the class with a focus on writing</p> <p>Additional adults and TAs to cover the class with a key skills focus for 10/15 minutes so that the pre teaching of concepts can take place with individual children or very small groups.</p> <p>Pupil Premium pupils will be set challenging targets designed to support them towards narrowing any progress and attainment gaps.</p> <p>Writing progress is enabled through the provision of additional CPD/resources: handwriting, editing skills, spelling teaching and intervention, Clicker 7 and use of IT/scribes</p> | <ul style="list-style-type: none"> - 100% of PP children made expected progress in writing in Years 1, 2, 3, 5 and 6. <p>The targets in the 2019/2020 SIP are:</p> <ul style="list-style-type: none"> • To ensure that those Pupil Premium children low on entry make accelerated progress to meet NARE in at least 1 core subject by the end of the key stage. • To ensure 100% of all Pupil Premium children make expected progress in reading, writing and mathematics. <p>We have appointed a new Inclusion Lead to support PP children and their families as well as Service Premium children and families to ensure this area is a priority for the school.</p> |

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| <p>Improve the progress of all PP children in Maths across cohorts by using pre teaching. Support the children to be active and influential participants in mathematics lessons through the effective use of pre-teaching.</p> | <ul style="list-style-type: none"> - Quality First Teaching Pre teaching in small groups / 1:1 by class teacher. - Further develop pupil friendly resources to ensure the learning environment is accessible for all children. - Use of Itrack to support analysis of attainment and progress of Pupil Premium children by SLT - Interventions and other actions will be identified for class teachers to be implemented by SLT/PP Leader in conjunction with the Maths team - Pupil conversations/dialogues will focus on strategies that support the learner from their perspective and will show their level of motivation and confidence - Stem sentences are displayed in classrooms and will be available in individual learning packs. - Manipulatives will be used by all PP children to support their understanding of key concepts. | <ul style="list-style-type: none"> - 100% of PP children made expected progress in Maths in Years 1, 2 and 3. <p>The targets in the 2019/2020 SIP are:</p> <ul style="list-style-type: none"> • To ensure that those Pupil Premium children low on entry make accelerated progress to meet NARE in at least 1 core subject by the end of the key stage. • To ensure 100% of all Pupil Premium children make expected progress in reading, writing and mathematics. <p>We have appointed a new Inclusion Lead to support PP children and their families as well as Service Premium children and families to ensure this area is a priority for the school.</p> |
| <p>Other Approaches £5092</p> | | |
| <p>Champion the cause of PP pupils with more rigour across the school</p> | <ul style="list-style-type: none"> - Track progress and act fast to close any emerging differences. - Challenge the strategic direction of the school (with PP in mind). - Link with the governing body concerning the spending of the Pupil Premium. - Further develop the approach of that child being known by every member of staff including leadership. <p>Weekly pastoral and SLT meetings will ensure that there is a regular time to review provision and impact.</p> | <ul style="list-style-type: none"> - Class Profiling created for all classes/year groups highlighting the attainment and achievement of all children in receipt of PP Grant. <p>We have appointed a new Inclusion Lead to support PP children and their families as well as Service Premium children and families to ensure this area is a priority for the school.</p> |

| <p>Increase attendance in the Early Years / KS1 of PP children</p> <p>Increased attendance rates for individual children as highlighted on cohort plans</p> | <ul style="list-style-type: none"> - New Attendance Officer to work closely with EWO so that patterns and trends are identified quickly and first day response addresses any external factors linked to absence. - SENCO / SEND Team / PP Leader will supervise and monitor provision provided by 2 trained staff and ensure appropriate training updated as necessary. - Regular meetings to take place and feedback to class teachers and parents to share evidence of impact of provision. - Weekly Pastoral meetings with Head teacher, SLT and Middle Leaders to review PP children. <p>Continue with certificates of attendance for children with 100% attendance but also certificates for children who are back on track with their attendance</p> | <table border="1" data-bbox="1507 193 2031 391"> <thead> <tr> <th colspan="2">% Pupil Attendance</th> </tr> </thead> <tbody> <tr> <td>Overall Attendance</td> <td>18/19</td> </tr> <tr> <td>Free School Meals</td> <td>95.6</td> </tr> <tr> <td>Free School Meals and Ever 6</td> <td>94.1%</td> </tr> <tr> <td>Free School Meals and Ever 6</td> <td>93.2%</td> </tr> <tr> <td>Looked After Children</td> <td>93.5%</td> </tr> <tr> <td>Post looked after arrangements</td> <td>94.83%</td> </tr> <tr> <td>Service Children</td> <td>95.8%</td> </tr> </tbody> </table> <p>The data above indicates that the gap has closed. Previous review for 2017/2018: <i>Overall attendance rates for the PP children are in line with National (96%) but there are some PP children who are below national and some children who are well below. The focus needs to be on these children and an earlier response to attendance issues needs to be put in place. Support from the EWO for the new Academy Attendance Officer needs to be put in place.</i></p> | % Pupil Attendance | | Overall Attendance | 18/19 | Free School Meals | 95.6 | Free School Meals and Ever 6 | 94.1% | Free School Meals and Ever 6 | 93.2% | Looked After Children | 93.5% | Post looked after arrangements | 94.83% | Service Children | 95.8% |
|--|--|---|--------------------|--|--------------------|-------|-------------------|------|------------------------------|-------|------------------------------|-------|-----------------------|-------|--------------------------------|--------|------------------|-------|
| % Pupil Attendance | | | | | | | | | | | | | | | | | | |
| Overall Attendance | 18/19 | | | | | | | | | | | | | | | | | |
| Free School Meals | 95.6 | | | | | | | | | | | | | | | | | |
| Free School Meals and Ever 6 | 94.1% | | | | | | | | | | | | | | | | | |
| Free School Meals and Ever 6 | 93.2% | | | | | | | | | | | | | | | | | |
| Looked After Children | 93.5% | | | | | | | | | | | | | | | | | |
| Post looked after arrangements | 94.83% | | | | | | | | | | | | | | | | | |
| Service Children | 95.8% | | | | | | | | | | | | | | | | | |
| <p>Increased engagement of the parents / carers of children eligible for PP in school and home learning so that parents are able to effectively support their child's learning</p> | <ul style="list-style-type: none"> - Parental Workshops for; Early reading, Phonics, Maths Key Skills, Accelerated Reading. - Raising achievement booklets for Maths. - Information evenings for curriculum information. - Parents evenings sharing learning outcomes. - Ensure parents are individually invited to attend key events by Class teachers including parents who are separated. - Update the school website regularly so parents are aware on how to support their children. - Parents are active as partners and feel well supported in this. - Awards for PP children linked to specific learning targets to be sent home so that parents are aware of particular achievements linked to learning or some other key aspect of school life. - Monitoring of reading and homework tasks of PP children offering specific support as required. - Children will be supported at homework club in order to support home learning. - Extend the Y6 Before school learning groups in order to highlight key children who need further support with home learning. | <p>The school continue to run Learning Challenges three times a year to engage parents in addition to special assemblies. These have engaged parents who do not come to Parent Evenings.</p> <p>The website has been updated regularly to provide support for parents in helping their children at home. Anything more pertinent, has been printed to ensure that it reaches parents.</p> <p>The Year 6 homework club was successful in targeting PP children and as a result, 100% of the PP children made expected progress in reading and writing and 4/5 did in maths.</p> <p>We have appointed a new Inclusion Lead to support PP children and their families as well as Service Premium children and families to ensure this area is a priority for the school.</p> | | | | | | | | | | | | | | | | |

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| <p>Forces Children unsettled by parents being deployed away from the family home</p> | <ul style="list-style-type: none"> - Children to have a designated TA who has the role as mentor in school with whom they can build a relationship with in order to support the child and family with emotional issues. - ELSA Trained TA to support the emotional well-being of Service Children - Lead TA (Ex Services) will run an after school club / lunchtime club and will act as a role model for the children. - With the children, plan and organise social events for the families and children. <p>Create a website page for Service Families managed by the children with support from the TA</p> | <p>ELSA and the school counsellor have been a valuable support to Service Premium children. Service Premium is an area that needs to be promoted more. As a result, we have appointed a new Inclusion Lead to support PP children and their families as well as Service Premium children and families. An afternoon tea has been organised for the start of 2019/2020 to establish how we can make this aspect of the school highly effective for the children and families.</p> |
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3. Strategies for Closing the Gap this Year 2019 - 2020

| Summary information as Context to this PP Report 2019 – 2020 | | | | | |
|--|-------|--|---------|--|---------|
| Academic Year | 19/20 | Total PP budget | £44,360 | Date of most recent PP Review | July 18 |
| Total number of pupils | 410 | Number of pupils eligible for PP (- Service Premium) | 52 (18) | Date for next internal review of this strategy | 19/20 |

| Starting Point | Goal (Intended Outcomes) | Actions and Strategies being implemented this year. | Owner | Review and Notes including the evidence base for why we believe this will be effective. | Est. Cost |
|--|--|---|--|---|-----------|
| Improving quality of teaching for all | | | | | |
| See data above | <p>To ensure that those Pupil Premium children low on entry make accelerated progress to meet NARE in at least 1 core subject by the end of the key stage.</p> <p>To ensure 100% of all Pupil Premium children make expected progress in reading, writing and mathematics.</p> | <p>Inclusion Staffing Costs</p> <p>To provide additional support to pupil premium children to close the gap rapidly with the use of targeted interventions with measurable impact.</p> <ul style="list-style-type: none"> • Additional TA hours to support children in receipt of the Pupil Premium grant, including Service Premium. • Inclusion Leader • Inclusion admin support – Precision Teaching • MTA inclusion support • Lighthouse Club Inclusion Support • Specialised individual reading support • Time provided for teachers to write Intervention Plans for targeting specific children, aiming for accelerated progress. • ELSA support for individual children | Headteacher & Budget Holder – Inclusion Leader | | £11,817 |

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| See data above | | <p>Annual Subscriptions Twinkl Membership, Nessy, Specialised Programmes To provide additional online resources which support staff in removing individual barriers to learning and enable greatest possible independent learning to ensure all children make at least expected progress and close the gap in reaching National Age Related Expectations.</p> | Budget Holder – Inclusion Leader | | T £759.20 N £90 |
| See data above | | <p>Professional Development for staff To invest in quality CPD for all staff which directly meets the needs of those most vulnerable children. Inclusion Leader to attend 'Maximising the Impact of Pupil Premium' 3 Day Training Course organised by Kingsbridge Research School. EEF</p> | Headteacher & Budget Holder – Inclusion Leader | | £1000 £295 |
| Targeted Support | | | | | |
| See data above | <p>To ensure that those Pupil Premium children low on entry make accelerated progress to meet NARE in at least 1 core subject by the end of the key stage. To ensure 100% of all Pupil Premium children make expected progress in reading, writing and mathematics.</p> | <p>Purchasing specific resources to meet the specific needs of the most vulnerable. Following completion of an Intervention Plan, specific resources can be purchased to meet the individualised needs of pupil premium children to ensure that progress is made and accelerated towards NARE and beyond.</p> | Budget Holder – Inclusion Leader | | £1000 |
| See data above | <p>To ensure a holistic approach provides the child with the ability to be ready to learn.</p> | <p>MAST Support Staff, families and children to have access to enhanced support from the MAST team. Use of:</p> <ul style="list-style-type: none"> • Educational Psychologist • Therapists • Systematic Family Therapists • Family Learning Mentors | Headteacher & Budget Holder – Inclusion Leader | | £9280 |

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| | | Use of additional EP support purchased to enhance high quality first teaching to meet the specific needs of children in receipt of the PP grant. | | | |
| See data above | | Counsellor Support To invest in counsellor support for children who have emotional barriers to learning to help overcome these and improve readiness to learn. | Budget Holder – Inclusion Leader | | £6,500 |
| | To effectively monitor and track the attainment and progress of pp children. | To use Itrack to track progress and act fast to close any emerging differences To link with the governing body concerning the spending of the Pupil Premium PP children progress to be reviewed by inclusion leader as part of inclusion release time. | | | |
| Other Approaches including Whole School Strategies and MAT Collaboration Strategies | | | | | |
| Current uptake 50% | To facilitate the attendance of school run clubs for Pupil Premium children. | Fully funded wraparound care to all Pupil Premium Children To provide fully funded wraparound care to ensure that all Pupil Premium children have the opportunity for a more settled start to the day with a school breakfast. This club also provides support for homework and regular opportunities to read to an adult. To provide lunch time and after school clubs to give pupil premium children enrichment opportunities and promote this fully to non-attenders. To provide enrichment opportunities for gifted and talented pupil premium children which may incur a cost. To provide music tuition for PP children in Year 5 and 6. | Budget Holder - Deputy Headteacher | | £11,540 £100 |

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| 100% | For 100% of Pupil Premium children to continue to attend a school residential. | <u>Subsidising residential trips/educational visits/accelerated swimming programmes</u> To provide pupil premium children with the opportunity to attend enriching aspects of the curriculum with their peers which come as an additional cost, including a residential trip. | Budget Holder – Inclusion Leader | | £1500 |
| | For all Pupil Premium children to wear correct and appropriate school uniform | <u>Uniform</u> To purchase correct and appropriate school uniform for pupil premium children to promote inclusion. | Budget Holder- Inclusion Leader | | £200 |
| | For 100% of Service children to have access to pastoral support. | <u>Military Kids Club and Support</u> To invest in Inclusion leader and member of staff to support Service children throughout the year. To invest in resources for Military Kids Club and Military Kids events. To purchase little troopers wellbeing course to use as part of Military Kids Club. To promote engagement from families with regular coffee mornings/afternoon teas. To create a webpage offering a bank of support that families can utilise. | Budget Holder- Inclusion Leader | | £2616 LittleTroopers £150 |
| | To increased engagement of the parents / carers of children eligible for PP in school and home learning so that parents are able to effectively support their child's learning. | To hold Information evenings for curriculum information. For class teachers to make appointments with parents who cannot attend parents evening For class teachers ensure parents are individually invited to attend key events by. To update the school website regularly so parents are aware on how to support their children. | Team Leaders Class Teachers Inclusion Leader | | |

4. Further Notes

Any further relevant detail that should accompany this report

5. Status and Use of the Document