



PRINCESS ROYAL
TRAINING AWARD
2018



Eyres Monsell Primary School
Pupil Premium Statement and Strategic Planning
2019 - 2020

What is pupil premium?

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for children who have a parent in the armed services.

Rationale

Eyres Monsell Primary School is determined to ensure that all children achieve and are given the highest standards of teaching and learning through delivering Quality First Teaching (QFT). Additionally, that focussed support and pastoral care outside of QFT is given to children that require it so that they are achieving their full potential.

We believe the benefits provided by the extra funding should be available to all our children within school who could be considered to be vulnerable irrespective of whether they receive Pupil Premium funding. It should be noted that the children identified as requiring the additional levels of support are not necessarily those who fulfil the above criteria and upon which the school receives the Pupil Premium funding.

There is no expectation that all Pupil Premium children will receive identical support; indeed the allocation of budget for each child feeds into the schools budget for pupil premium, rather being ring fenced for an individual child. Some children will need more than others and each child is individual with individual circumstances.

The school considers how to allocate pupil premium money on an annual basis following rigorous data analysis and careful consideration of the needs of the children within this group. The Action Plan (below) for Pupil Premium spending focuses on whole-school strategies that impact all pupils, strategies that target under-performing pupils, and specific strategies targeting pupil premium pupils. We have a clear, strategic approach to the use of Pupil Premium funding, and plans are integrated into wider school support and improvement systems.

These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximise progress. Strong leadership ensures that Pupil Premium funding has the necessary impact on achievement, attendance and pastoral care. This includes an identified governor having responsibility for Pupil Premium, the Head teacher, Deputy Head teacher and Assistant Head teacher, leading the development plan, and a coordinated wider disseminated leadership approach to implementing plans.

OFSTED May 2018

“Disadvantaged pupils make good progress. Their progress is similar to other pupils nationally. At times, disadvantaged pupils’ progress is stronger than that of their peers.”

“Leaders have taken decisive action to remedy this. Pupils’ attendance for the current year has improved but remains below the national average. Attendance gaps between different groups of pupils are reducing. The proportion of pupils persistently absent also increased last year. Leaders’ actions to rectify this have been very successful. The proportion of pupils who are persistently absent is now average.”

“Pupils make good progress in their phonic skills development. They achieve similar standards to those seen nationally in the Year 1 phonics screening check. This is also typically the case for disadvantaged pupils.”

“Pupils, including disadvantaged pupils, make good progress by the end of key stage 1. A greater proportion of pupils are achieving higher standards than have done in previous years. Attainment gaps to other pupils nationally are diminishing.”

“Pupils, including disadvantaged pupils, make good progress during key stage 2.”

Overview of pupil premium grant

	Number of pupils	% of school	Amount school received 2019 - 2020
eligible for Pupil premium grant (inc Ever 6)	118	41%	£161,800

How do we monitor Pupil Premium?

Senior school leaders regularly review school information such as assessments, tests, attendance and behaviour logs, so they are informed about school, class and pupil performance. Every half term key leaders meet with each class teacher to analyse and discuss class assessment information, along with pupils' attitudes, efforts and attendance information. These conversations may lead to changes in provision, staffing and resources to ensure all pupils make progress and are successful. Through having regular and robust monitoring, this allows school leadership, to swiftly make any necessary changes to impact on pupil achievement and school provision.

Key individuals receiving personalised targeted support are also monitored by the pastoral team including the Behaviour Learning Mentors and Nurture team. This information is again used by school leaders, to ensure the provision is meeting the specific needs of the child and how best to meet any new or changing needs.

Matters relating to the Pupil Premium are reported back to the Governors, ensuring that the school is held to account for the impact of spending. Ensuring all staff takes responsibility for Pupil Premium actions enables school to develop a strong, comprehensive and sustainable support package which leads to improvements in outcomes for all children.

Barriers to future attainment

Internal Barriers (issues which require action within school)	
A	Data shows that children come into school below the age related expectations with limited CLL in particular. As such oracy and vocabulary levels significantly impact pupil attainment from the outset.
B	Compound vulnerabilities In the cohorts including high SEND, safeguarding, mental health
C	Pupil attitudes, learning behaviours and ability to be self-motivated learners is limited, with children struggling to be interested, engaged and motivated which affects their learning potential and productivity.
D	Social context means children have limited first hand and life experiences, thereby affecting their academic ability through a narrowing of experiences, language and aspirations.
E	Children show low cognitive including memory load and metacognitive skills. This affects their ability to retain their learning limiting academic progress.
F	Children need greater opportunity to work and demonstrate 'mastery' of skills and knowledge through an appropriate progressive and mastery curriculum.
External barriers (issues which also require action outside school)	
E	Attendance for pupil premium children can be an issue, particularly with persistent absence
F	Vulnerable and inconsistent home environments can have a detrimental effect on academic progress. As a school, developing positive and engaged working relationships with parents and families is important. (Developing a multi-agency approach).

G	<p>The work with outside agencies can be very slow and this is often fundamental in moving academic progress forwards.</p> <p>(For example, Early Help to pick up safeguarding / family support concerns, the SALT team to pick up and provide diagnostic approaches to speech and language and Behaviour support and mental health services to be readily available.)</p>
4. Desired Outcomes	
A	Development of a mastery curriculum which allows children to deepen their understanding, knowledge and skills and provides first hand opportunities and experiences.
B	Children to be self-motivated and positively engaged as learners and learn for its intrinsic value so they are more able to reach their potential and academically achieve, using greater cognitive and metacognitive skills within their learning.
C	Children to make good progress from starting points in order to further close the gap between PP children and others Nationally by the end of key trigger points (EYFS, KS1, KS2)
D	Children to make good progress from starting points in order to be working at the expected or above at the end of key stage two in reading, writing and maths.
E	Children have positive attitudes to learning and are well supported by their families and associated outside agencies. (Attendance for pupils eligible for the pupil premium increases, persistent absence reduces to in line or lower than national)

A. Development of a mastery curriculum which allows children to deepen their understanding, knowledge and skills and provides first hand opportunities and experiences.

What are we trying to achieve?	What are we going to do?	Research measure	Identification measure	Who?	cost?	How will we know if we have been successful?
Improve teaching knowledge, confidence and skill in mastery and cognition curriculum approaches	<p>Staff to engage in research studies incl career progression such as NPQML/SL</p> <p>Improve staff knowledge through research based approaches e.g. research books, learning library</p> <p>Staff to be more reflective to consider where improvements and adaptations to learning can be made.</p>	<i>Killion (2008) identified that teachers need: "deep understanding of key concepts, skills to implement the understanding and on-going opportunities for support, reflection and refinement."</i>	<p>Staff feedback and surveys</p> <p>Lesson observations</p>	AR/SJ	£1000	<p>Teachers are confident in their planning and delivery of the curriculum</p> <p>Lessons are of an effective standard</p>
Develop a mastery and cognition based curriculum underpinned by the Path to Success and Character Education	<p>INSET on Path to Success Development of Learning 4 Life curriculum focused on developing oracy, language, reasoning and mastery skills</p> <p>INSET on cognition</p> <p>Greater emphasis on planning and learning processes on the 'experience it' and 'play with it' stages for cognition and learning development see through planning and learning sequences/</p>	<p><i>Consideration of approaches such as gamification and talk theory.</i></p> <p><i>June 2019 EEF Pupil Premium Guide shows mastery approach improves learning by +5 months</i></p> <p><i>June 2019 EEF Pupil Premium Guide shows collaborative approach improves learning by +5 months</i></p>	<p>Work analysis</p> <p>Learning walks</p> <p>Staff and pupil interviews</p> <p>Planning analysis</p>	KH	£1000	Increased attainment measures across year groups
Develop rich and effective metacognition and feedback practices in teaching and learning	<p>INSET on cognition, metacognition, feedback and questioning</p> <p>INSET on working memory</p>	<i>EEF research shows +7 months increase in outcomes per year through improved use of metacognition and +8 months with the use of feedback</i>	<p>Lesson observations</p> <p>Pupil data</p> <p>Pupil interviews</p>	KH AR SAL	£1000	<p>Improved feedback methods</p> <p>Children able to successfully articulate their learning and show greater meta cognition skills</p>

	Improve staff knowledge through research based approaches e.g. research books, learning library Staff engage in research projects	<i>Working memory study shows +3 months gain</i>				
Develop mastery within the curriculum through: Mastery of learning Mastery of learning behaviours	Development of leaders to lead new curriculum areas with confidence and competence e.g. Oracy lead – Oracy Leaders course Mastery lead – mastery courses, CPA Improve the quality and standards of teaching and learning through: INSET on mastery INSET on motivation theory INSET of CPA approaches in mathematics INSET of reasoning and oracy Embed 'never heard the word' programme for improving language and vocabulary	<i>EEF research shows +5 months gain in use of mastery approach</i> <i>In addition the Mastery Report shows that "Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students."</i>	<i>Monitoring process</i> <i>Learning walks</i> <i>Work analysis</i> <i>Lesson observations</i>	SJ/AR	£2000	Increase in effective teaching observed Increase in effective teaching support from TAs observed Middle and senior leaders are confident and competent in areas leading
Ensure children access a rich and varied amount of life and learning experiences which provides social mobility opportunities	Provide range of curriculum themed experiences across the academic year. support costs for year grp curriculum links and trips and /or visitors linked to curriculum for inspiration and stimuli to make trips accessible Links with University and High Schools for aspiration	<i>Government, OFSTED raise profile of social justice and importance of character development.</i> <i>"It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement"</i> <i>OFSTED</i>	<i>Pupil interviews</i> <i>Writing standards produced following theme weeks and events</i> <i>social mobility and life experience opportunities</i>	AR, SJ, JT AR	£500 per half term x 6 half terms. £3000 £1000	Children can articulate experiences that they have had. Writing levels increase and show links to curriculum stimuli Meaningful experiences to support language development in oral and written forms.
Provide opportunities for pupils to develop leadership skills	Leadership roles in school which have pupil premium representation: Pupil Leadership team Digital Leaders		<i>Minutes from meetings</i> <i>Active leaders</i>	EH	£500	Pupil premium representation in pupil leadership roles Pupils develop leadership and decision making skills

	Sports Leaders School Captains					
Develop outdoor learning curriculum	Outdoor curriculum with clear activities and learning opportunities identified for each year group.	<i>Outdoor learning is shown to include many other components which support learning such as collaborative learning and problem solving, reflection, thinking and emotion. The EEF shows a +5 months gain with outdoor learning which includes adventurous activities</i>	<i>OAA activities and opportunities</i> <i>Impact on self-esteem and behaviour</i> <i>Impact on pupil learning indoors</i>	SB	£1500	Children accessing outdoor learning which is positively impacting on SEMH, attainment and achievement. Varied learning experiences available at EMPS which engage children in learning. Outdoor experiences a regular feature of EMPS curriculum.
Provide digital technologies to support learning	TT Rockstars Spelling Shed	<i>EEF research shows +3 month gain through the use of digital technologies to support pupils learning.</i> <i>Arithmetic and spelling being targeted as these are weakest areas in data analysis</i>	<i>Y4 arithmetic results</i> <i>Spelling test results</i>	RK	£1000	Children have access to online games which encourages learning in a fun way.
Provide targeted support for children with additional needs in social, personal, emotional and mental health.	Employment of behaviour learning mentors to support pastoral development across the school	<i>Fixed term exxlusions for 2018 2019 was above national.</i> <i>School has high SEMH and children as young as 5 being diagnosed with mental health.</i> <i>NHS shows 1 in 10 children and children as young as 3 being diagnosed with mental health issues.</i>	<i>Behaviour incidents</i> <i>SO2s</i> <i>CAMHS referrals</i> <i>School counsellor referrals</i>	CA RP	£46,247	Provide targeted support for children with additional needs in social, personal, emotional and mental health. School is a calm and purposeful learning setting Children are engaged in learning Children access support to enable them to be learning and school ready

B. Children to be self-motivated and positively engaged as learners and learn for its intrinsic value so they are more able to reach their potential and academically achieve, using greater cognitive and metacognitive skills within their learning.

What are we trying to achieve?	What are we going to do?	Research measure	Identification measure	Who?	How much will this cost?	How will we know if we have been successful?
Assess pupils attitudes to learning, school and self to provide targeted intervention and measurable outcomes of mental health, well being and resilience	Good Childhood Report and outcomes used to assess pupils baselines and progress. Targeted children to complete every half term	<i>resilience should be a key strategy to allow "a person, group or community to prevent, minimize or overcome the damaging effects of adversity" (Grotberg, 1999)</i>	<i>Behaviour monitoring Exclusion rates Internal inclusion rates</i>	CA	£600	All pupils have completed assessment Information being used effectively to help targeted support, inform planning and teaching and improve outcomes Pupils who are vulnerable of potential mental health identified at an early stage Advise of teaching programmes and interventions provided to staff PASS shows measurable positive impact across the year
Provide greater opportunities for thinking, explaining and answering to develop language and linguistic skills.	Embed high quality questioning and reasoning within the curriculum (INSET, resources) Quality first teaching encompasses Talk 4 writing and Talk 4 maths (resources and INSET)	<i>Metacognition has been linked to the development of reading and writing (Wray 1994, Wray and Lewis 1997) and studies show considerable gains in particular for low ability and disadvantaged pupils (EEF 2017, Brown 1989)</i>	<i>Lesson observations planning</i>	SJ/JT/SAL	£1000	Improvements in speaking and listening skills Improved questioning evident in teaching Children more confident in speaking in lessons. Greater ability observed for children to answer more challenging questions. Good and outstanding T4w teaching observed throughout the year.
Ensure children have a wide range of opportunities to develop life skills and experiences	Utilisation of the DFE character passports and National Trust 50 Things, for children to have wider life experiences University trips Knife crime workshop	<i>Health education that concentrates on developing skills for making healthy choices in life, in addition to imparting health-related knowledge,</i>	<i>DFE passports and 50 things completed Pupil feedback Improved Childhood survey outcomes</i>	SB	£1500	Children to access a rich and broad range of life experiences to improve social justice and mobility. To reduce negative later life choices linked to poor social and life skills and experiences.

		<i>attitudes, values, services, and support, is more likely to produce the desired outcome. (WHO Life education 2004)</i>				
Positive reinforcement for learning (motivation theory) to encourage mastery of meaning by fostering an intrinsic love and want for learning.	Rewards and recognition for pupils in line with learning 4 life (badges and certificates) Greater celebration of children's achievements on website Meta cognitive marking opportunities e.g. peer marking, reflective and self-assessment	<i>Retention of behaviours can be enhanced when people mentally rehearse or actually perform modelled behaviour patterns (Bandura, 1977).</i>	<i>Reward logs and monitoring</i> <i>Positive rewards</i>	SJ	£1000	Children receive positive recognition for effort, hard work and achievement Children's effort recognised and acknowledged widely across the school Children recognise when they have achieved.
Develop character building as part of the Learning 4 Life curriculum to support personal, emotional and academic development	Learning 4 life curriculum in association with R2R used to support emotional literacy. Life skills to include areas such as resilience, collaborative working and other character area.	<i>EEF studies show a +4 months increase where social and emotional learning is being addressed alongside academic programmes</i> <i>"curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy."</i> 2019: 11 OFSTED	<i>Behaviour monitoring</i> <i>SO2s</i> <i>Physical restraint logs</i> <i>Behaviour slip logs</i>	CA, LN, SAL	£2000	Children are more emotionally aware and use language more specifically. Children can articulate the school values and core emotional language Staff model positive language and positive characteristics in school. All pupil premium pupils access character building and resilience programme

C. Children to make at least good progress from starting points in order to further close the gap between PP children and others nationally by the end of key trigger points (EYFS, KS1 and in particular KS2)

D. Children to make good progress from starting points in order to be working at the expected or above at the end of key stage two in reading, writing and maths.

What are we trying to achieve?	What are we going to do?	Research measure	Identification measure	Who?	cost?	How will we know if we have been successful?
Raise GLD attainment by ensuring pupils leave FS2 school ready in reading.	Additional teacher to provide high quality targeted support	<i>School GLD increases but not diminishing difference to national gap as national increases.</i>	<i>Foundation Stage 2 data GLD measures</i>	JT	£30,000	Increase in GLD and pupils at expected for reading. More able readers accessing additional support
Increase pupils experiences and opportunities to read at home with a focus on the Early years.	Maintain a home library scheme within FS2. Children receive a book a month to keep at home. Parental workshops to encourage daily home reading and raise profile of bedtime stories	<i>Children's vocabulary is enhanced by 50% when they read at home. (Illiteracy trust)</i>	<i>Reading sessions parental questionnaires WIT survey</i>	JT	£600	Increase in early readers in EYFS GLD improvement for pupil premium children by end of FS2 and phonics at end of Y1
Develop a positive reading culture within EMPS	Reading corners in each class invite children to read for pleasure Reading parent workshops, cafes Wide range of reading materials available through the library services Reading assemblies: KS2 staff support Y1 readers and phonics	<i>Pupil premium reading below that of peers in FS and KS1</i> <i>Research shows love of reading required by age of 7 to impact on life-long reading culture</i>	<i>Questionnaires and reading diaries</i>	JT	£1000 £3000	Questionnaires show improved attitude and enjoyment of reading Children have access to wider range of reading materials Children talk about their enjoyment of reading. More children engaging at reading for choice. Improved reading outcomes by end of KS2 Adults across the school model an infectious love of reading. The learning environment both indoors and out supports reading development and language acquisition. Improved reading outcomes by end of KS1 & KS2
Raise reading attainment by end of KS1 and KS2	Increase opportunities for individual reading and phonics support across the week. TA and FL support for Y1 readers Peer observations of shared and guided reading to share 'good practice' and improve teaching	<i>Pupil premium achievement in reading lower than non pupil premium</i> <i>EEF reading comprehension report shows +5 months increase</i>	<i>Data internal and external</i>	JT	£1000	Improved reading outcomes by end of KS1 & KS2 All children a reader by age 6 Improve quality first teaching of reading across Y1 - 6

	<p>New staff trained in KTC reading strategies, particularly guided reading skills within Key Stage 2</p> <p>Ann Smalberger support to embed and refine KTC</p>					
Targeted intervention to accelerate reading attainment	<p>After school reading club to encourage wider reading</p> <p>Y6 after school reading comprehension booster</p> <p>KS2 staff support Y1 during assembly x1 per week</p>	<i>Y1 phonics results SATs end of Y2,6</i>	<i>Internal data</i>	SW JT	£1000	<p>To accelerate attainment of vulnerable pupils.</p> <p>To provide wave 2 provision to support quality first teaching to secure outcomes.</p> <p>To improve achievement by end of FS2, Y2 and dY6</p>
Improve handwriting skills so children are confident in their writing and more willing to write	<p>New handwriting script to be purchased.</p> <p>Weekly handwriting lessons</p> <p>Handwriting rewards</p>	<i>Y2 and Y6 writing moderation 2018 and 2019 shows children not at EXS due to non legible and joined handwriting. 2018 – 2019 work analysis shows poor presentation standards</i>	<i>Monitoring of handwriting and lessons</i> <i>Expectations of high standards</i> <i>Book analysis</i>	JT	£500	<p>Increase in % of pupils achieving expected in handwriting criteria</p> <p>Improvements observable across the year in handwriting</p>
Improve pupil outcomes in maths	<p>Pre and post teaching to support mathematical understanding (L3 and 2 TA led)</p> <p>Additional teacher support for Y4 arithmetic and Y6 (GDS)</p> <p>After school mathematics booster lessons Y6, games club KS1 to develop mathematical thinking</p> <p>Ensure CPA is embedded across the maths curriculum with clear sequence of planning and learning progression.</p>	<p><i>2019 best school value in maths but considerable intervention was required.</i></p> <p><i>Children not acquiring basic maths skills early enough</i></p>	<i>Data</i> <i>Internal and external</i>	SJ		Increase % of pupils at ARE and GDS
Improving speed and efficiency of mental arithmetic	<p>Fast Maths to continue</p> <p>TT Rockstars to be embedded and regularly used to support mental arithmetic and times tables/</p>	<i>New mental arithmetic test trial shows below expected numbers of children achieving the national standard.</i>	<i>Observations</i> <i>Competence in fast maths and internal data</i>	SJ	£400	<p>Improve % of children achieving more than 50% pass mark in arithmetic tests</p> <p>Increase % at ARE in maths</p>

E. Children have positive attitudes to learning and are well supported by their families and associated outside agencies						
What are we trying to achieve?	What are we going to do?	Research evidence and rationale	Identification measure	Who?	How much will this cost?	outcomes
<p>School promotes well-being, resilience and positive mental health</p> <p>Children can regulate emotions and responses when exposed to negative factors</p>	<p>Regular assemblies and learning opportunities to discuss and develop awareness linked to values and well being</p> <p>PSHCE programme includes topics on positive mental health, character developing and resilience (such as Resilience toolkit, Worth It etc)</p> <p>Children have opportunities to be resilient learners through challenge within the curriculum and enrichment e.g residential, OAA, team building, challenging learning</p> <p>Children to learn mindful strategies to improve their behaviour and learn self-regulation: yoga, meditation</p> <p>Annual well-being week to raise awareness of mental health and well being</p> <p>Staff can access higher level training on mental health e.g. www.minded.org.uk Online courses / CPD</p> <p>Mental health nurse sessions for children with mild to moderate mental health concerns such as anxiety.</p> <p>School counsellor to support pupils with mild to moderate mental health needs.</p>	<p><i>New 2020 Health Education guidance includes that mental wellbeing is a normal part of daily life, in the same way as physical health.</i></p> <ul style="list-style-type: none"> <i>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</i> 	<p>Behaviour logs</p> <p>Positive points system</p>	<p>CA</p> <p>LN</p>	<p>£7000</p>	<p>School promotes well-being, resilience and positive mental health</p> <p>Children can regulate emotions and responses when exposed to negative factors</p> <p>Our curriculum includes skills for wellbeing, such as skills for resilience and positive behaviours including social and emotional skills.</p> <p>Jigsaw 'calm me' sessions evident across the school These opportunities exist in PSHCE and the wider curriculum. Through implicit and explicit teaching and learning.</p> <p>Our curriculum promotes positive behaviours and successful relationships</p>
<p>Pastoral team (behaviour learning mentors)</p>	<p>Designated lead person for high level pupils</p>	<p><i>NHS and Good Childhood report shows increasing numbers of children with</i></p>	<p>Behaviour logs</p> <p>So2s</p> <p>Incident logs</p>	<p>CA</p> <p>RP</p>	<p>Staffing costs</p>	<p>Reduction in behaviour and high level incidents.</p>

to support children with SEMH needs which are not met through quality first teaching.	Robust tracking of incidents and pupils to analyse and improve provision KS1 nurture group (afternoons) School counsellor and mental health nurse support available as personalised offers	<i>mental health needs to 1 in 8 (2019)</i> <i>School has above national average levels of SEMH and populational mental health issues</i> <i>2018-19 all exclusions included SEMH needs</i>	Restraint logs Exclusion data Agency referrals Case studies			Pupils integrating and engaging in learning activities. No disruption to school and learning.
Environment promotes opportunities for positive mental health and regulation strategies	Mentally healthy spaces, quiet and reflection areas Known safe adults aware to children Improve environment to include more character building, resilience and self help reminders/ Self talk and reflective prompts in classroom Strategies in class such as shout out boards, worry boxes etc to support mental health	<i>2019 Pupil safety survey showed areas of the school that children found more difficult or saw as unsafe.</i>		CA SJ LN	£1000	
Provide opportunities to encourage good attendance and morning attendance	Morning activities from 8.15am – 8.35am	<i>This was supported in 2018 – 2019 and showed an increase of 50% attendance across the year.</i>	<i>Pupil premium attendance is below that of peers</i> <i>Lateness of pupil premium is above that of peers</i>	LK	£1000 (£1500 Sports Premium funded)	Improved attendance Decreased lateness Pupil premium attendance narrows to peers
Support families experiencing difficulties with attendance	Provide targeted family support through Parent Link Worker	<i>Pupil premium funding was allocated to this during 2018 -19. The families of 64% of pupil premium children received support during this period. 45% of these children have compound vulnerabilities and 52% were receiving</i>	<i>Parent Link Worker monitoring</i>	CB	£14,500	Parents accessing PLW for support Improved attendance as a result of PLW intervention

		<p><i>direct family support. These strategies directly supported other pupils in school too.</i></p> <p><i>Attendance for pupils eligible for the premium was 93.25%. 5.68% of these absences were authorised. No holidays are coded as authorised.</i></p>				
<p>Swift action where pupil attendance is poor</p> <p>Ensure regular communication about pupil attendance levels to parents</p>	<p>Attendance officer time to review attendance weekly, send letters to parents with pupil attendance below 90%</p> <p>Attendance officer release to meet e.g. EWO</p> <p>Structured conversations</p>	<p><i>See above</i></p>	<p><i>Persistent absence data and records</i></p> <p><i>Attendance monitoring</i></p> <p><i>Lateness monitoring</i></p> <p><i>EWO meetings</i></p> <p><i>Average 12 meetings per half term</i></p>	HL	£10,000	<p>Improved attendance</p> <p>Decreased lateness</p> <p>Pupil premium attendance narrows to peers</p>
<p>Support parents and families struggling with mental health</p>	<p>Provide parent and family counselling services for those in need or awaiting NHS care.</p>	<p><i>2018 2019 saw increasing uptake and waiting list for counselling. Parents waiting for NHS counselling for nearly a year</i></p>	<p><i>Case studies</i></p> <p><i>Counselling impact report</i></p> <p><i>Parental feedback</i></p>	LN	£1500	<p>Vulnerable parents supported to be more confident and develop positive parenting to support children and school</p>
<p>Positive reinforcement and rewards</p>	<p>Attendance rewards to encourage 100% attendance</p>	<p><i>Gilbert: motivational theory of ensuring children are intrinsically and externally motivated to achieve their best</i></p>	<p><i>4 year decline trend in attendance</i></p>	HL	£4,000	<p>Improved attendance</p> <p>Reduction of PA</p>
<p>Increased and more effective communication with parents including educational content, school information to support pupils</p>	<p>Introduction of Zing Itt (educational content parents can access at home) using new technologies to support parents. Children and parents can access content and learning together at any time.</p> <p>Video bank to support parents knowledge and understanding of the curriculum</p>	<p><i>2018 – 2019 Low uptake, particularly Y2 onwards of parents attending academic workshops, meetings etc</i></p> <p><i>EEF evidence indicates that parental involvement can have a significant impact on academic outcomes</i></p>	<p><i>Zing Itt impact and reach report</i></p>	RK	<p>£3500 (Zing Itt)</p> <p>£3000 (website and APP)</p> <p>£2500 Anomaly</p>	<p>Parents are more informed, able to access content more regularly and engaging with learning to support their children.</p> <p>Parents more confident and knowledge about their child's learning</p>

education and learning	Introduction of new website and APP for greater parental engagement and more effective use of new technologies. Anomaly to support up to date information					
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Note: expenditure exceeds overall school pupil premium allowance as costs may be in more than one section, according to their relevance in meeting outcomes and therefore are represented twice.

Detailed staffing costs are not included where this would disclose an individual's salary costs.