



Pupil Premium Strategy Statement 2016-17

1. Summary information					
School	Witton Church Walk CE Aided Primary School				
Academic Year	2016-17	Total PP budget	£129,898	Date of most recent PP Review	March 2015
Total number of pupils	304 (including EYFS)	Number of pupils eligible for PP currently in school	77 out of 240 (32%)	Date for next internal review of this strategy	July 2017
Total EYPP budget	£1510.50	Number of pupils eligible for Early Years Pupil Premium	5	Number of pupils in School's Early Years Disadvantaged Group	19

2. Current attainment					
End of KS1 Assessment Data 2016					
Context: There were 12/41 (29%) children entitled to the Pupil Premium Funding. Of these Pupil Premium children, 33% were SEND children.					
		Pupil Premium children at Witton	Non-SEND Pupil Premium children at Witton	All children at Witton	National Average 2016
Reading	Average Scaled Score				
	% reaching expected standard	42%	63%	53%	74%
Writing	Average Scaled Score				
	% reaching expected standard	25%	38%	35%	65%
Mathematics	Average Scaled Score				
	% reaching expected standard	42%	63%	53%	73%

End of KS2 Assessment Data 2016

Context: There were 14/39 (36%) children entitled to the Pupil Premium Funding. Of these Pupil Premium children, 29% were SEND children.

		Pupil Premium children at Witton	Non-SEND Pupil Premium children at Witton	All children at Witton	National Average 2016
Reading	Average Scaled Score	100	102	101.4	102.6
	% reaching expected standard	38%	50%	56%	66%
Writing	Average Scaled Score	-	-	-	-
	% reaching expected standard	29%	40%	51%	74%
Mathematics	Average Scaled Score	94	97	97	103
	% reaching expected standard	29%	40%	41%	70%
SPAG	Average Scaled Score	100	103	102	104
	% reaching expected standard	50%	70%	62%	72%

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

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

A.	At the end of 2015-16, the percentage of pupils eligible for the pupil premium achieving Age Related Expectation in Reading and Writing was low as well as being below that of other pupils in years 1, 2, 3, 4 and 6. This prevents sustained high achievement in reading and writing at the end of KS2, largely due to having poor breadth of vocabulary and a lack of environmental opportunities.
B.	At the end of 2015-16, the percentage of pupils eligible for the pupil premium achieving Age Related Expectation in Maths was low as well as being below that of other pupils in years 1, 2, 3, 4 and 6. This prevents sustained high achievement in maths at the end of KS2.
C.	Of the pupils eligible for the pupil premium currently in school, 33% also have SEND (Y1- 50%, Y2- 54%, Y3- 33%, Y4- 15%, Y5- 29%, Y6- 21%). Although high expectations are paramount these children have specific barriers to learning and so it is less likely they are able to achieve ARE.

D.	Entry data for the pupils eligible for the pupil premium currently in school shows that 89% were below age related expectations in Speaking; with 59% being significantly below. 85% were below age related expectations in Understanding; 56% being significantly below. This impacts on readiness for learning in all subject areas and is also identified as an on-going barrier as children move through KS1 and KS2. Analysis from KS2 reading and maths papers indicates the greatest barrier was linked to questions with a focus on language.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Currently 33% of pupils eligible for the pupil premium also have additional needs within the family.	
F.	A need to raise the aspirations of our children, in partnership with parents and carers, and encouraging support with homework/ additional revision from parents and carers for a number of pupils eligible for the pupil premium, has an impact on their education and attitude towards learning.	
G.	Some children eligible for pupil premium do not experience a range of enrichment experiences outside of school because of additional costs attached. (32% of school population is eligible for Pupil Premium Grant and currently 20% are in receipt of FSM)	
H.	A need to address low self-belief and confidence levels in many pupils eligible for the pupil premium.	
2. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in reading and writing will increase in all year groups.	<ul style="list-style-type: none"> • Quality first teaching and an inclusive approach will help reduce barriers to learning. • Objective tracker to be kept up to date for all children. • Individual writing checklists to be completed from spring term to ensure development areas are identified quickly and support put in place where needed. • Booster afternoon support for year 6 from English subject leader in the spring term. • Children at risk of not making expected progress will be discussed at termly pupil progress meetings and meetings with their parents. • Interventions will be carried out when needed.

<p>B.</p>	<p>The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in maths will increase in all year groups.</p>	<ul style="list-style-type: none"> • Quality first teaching and an inclusive approach will help reduce barriers to learning. • Objective tracker to be kept up to date for all children and used to identify gaps promptly. • Children at risk of not making expected progress will be discussed at termly pupil progress meetings. • Interventions will be carried out when needed, reviewed and evaluated and changed if children not making progress. • Booster afternoon support from maths subject leader for year 6 in the spring term. • MAST qualified teacher to support throughout the school.
<p>C.</p>	<p>All pupils eligible for the pupil premium with SEND will make at least expected progress in reading, writing and mathematics.</p>	<ul style="list-style-type: none"> • Quality first teaching and an inclusive approach will help reduce barriers to learning. • Objective tracker to be kept up to date for all children. • Children at risk of not making expected progress will be discussed at termly pupil progress meetings. • Interventions and individual strategies to enhance learning will be planned in conjunction with the SENCo. • Parent partnership is crucial. • High expectations from all within school. • Attitude towards learning- supported through our creative curriculum; our everyday excellence approach and our 'Pit of Learning' strategy.
<p>D.</p>	<p>All pupils in our Early Years disadvantaged group will make accelerated progress in Speaking and Understanding.</p>	<ul style="list-style-type: none"> • Accelerated progress will be seen in termly data analysis • Discussions at pupil progress meetings about any concerns/ celebrations. • Gap in attainment between disadvantaged and non-disadvantaged groups will close • More detailed observations will be recorded on Tapestry • Activities will be planned to meet gaps • An impact will be seen in all 17 aspects of learning

E.	The parental engagement of families will be increased through early intervention, close working with all agencies and additional in-school support.	<ul style="list-style-type: none"> • Increase the amount of families who engage with school as an early intervention to improve parenting through 1:1 work with the school's Family Support Worker. • Increase the amount of parents who will engage with family learning sessions and courses offered by school. • Families will be supported at TAF, reducing the need for engagement with safeguarding and CP teams. • Linked to staff performance management.
F.	Families who are eligible for the pupil premium will be supported to enhance aspirations.	<ul style="list-style-type: none"> • Children will have opportunities to experience a range of enrichment opportunities to enhance aspiration and raise expectations. • Signpost to courses, training and work placements. • Advertise jobs and support with putting together a CV. • Family support. • Regular half termly meetings with parents to discuss partnership.
G.	All children who are eligible for the pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.	<ul style="list-style-type: none"> • Pupils will experience residential trips and educational visits. • Children will be encouraged to participate in a range of extra-curricular activities and funding will be provided where needed. • Visits to towns and cities, Young Voices, music lessons, art appreciation, environmental experiences (eg. the beach, forests).
H.	All children who are eligible for the pupil premium will be supported in developing their self-belief and confidence.	<ul style="list-style-type: none"> • Pupils will benefit from an engaging creative curriculum which provides learning opportunities in a wide range of contexts. • Pupils will benefit from developing an understanding of the characteristics of learning, requiring them to take risks, engage in new experiences, think critically and demonstrate a 'can do' attitude- being persistent, resilient and seeking challenges. • Pupils will engage with our 'Learning Pit' initiative - positively demonstrating their ability to embrace new challenges and being equipped with strategies to overcome problems and difficulties as well as developing a 'growth mind-set' approach to life.

3. Planned expenditure

Academic year

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?
The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in reading, writing and maths will increase.	Reduced class sizes in Upper KS2, with a group of 12 pupils taught as a small group for English and Maths by an experienced teacher.	We want to ensure that targeted support is in place for year 6 pupils. Previous experience of this approach in school has evidenced that being taught in a smaller group, pupils receive increased feedback which research indicates has a positive impact on pupils' learning and progress.	Monitoring through regular learning walks, and book scrutiny. Termly pupil progress meetings. Termly analysis of pupil assessment data.	Kathryn Magiera (HT) Tracy Parr (DHT) Lisa Kenyon (PP Leader)	Summer term 2017
The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in reading, writing and maths will increase.	Staff training on a whole school approach to the teaching of the characteristics of learning and developing a growth mindset approach towards our 'Learning Pit' initiative, in order to ensure pupils develop an understanding of how they learn and belief that they can achieve.	Evidence stemmed from reviews of the Early Years Foundation Stage curriculum and the importance of teachers developing an understanding of how their pupils learn. We have considered this information, along with research from the EEF, which states that meta-cognition and self-regulation approaches (sometimes known as 'learning to learn') have consistently high levels of impact- particularly with low achieving pupils. SLT in school are currently working on a research project with Worcester University 'Leaders Learning; Learning Leaders' which promotes learning alongside the children.	Monitoring through learning walks which include discussions with pupils about their learning.	Kathryn Magiera (HT) Tracy Parr (DHT) Jo Osborn (Curriculum Leader) Lisa Kenyon (PP Leader)	Ongoing monitoring with a review of the curriculum taking place in the summer term 2017

The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in reading and writing will increase.	Improve staff understanding of teaching English at greater depth through CPD with an English consultant.	Rationale for this approach has transpired following staff feedback on gaps in their understanding of delivering the New Curriculum for English and ensuring appropriate planning and teaching is in place for our more able pupils.	Monitoring of teaching English through learning walks, along with planning and book scrutiny. Discussions with more able pupils regarding the challenges they encounter in English lessons. Pupil assessment data analysis indicating that attainment at greater depth is occurring.	Lisa Kenyon (PP and English Leader)	July 2017
Total budgeted cost					£36 000
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?
Pupils with SEND will make expected progress in reading, writing and maths. Pupils with additional needs will meet targets in learning plans.	Provide additional teaching provision for children with SEND. Additional teaching assistant interventions, and one to one support in reading, writing and mathematics with specialist teacher.	Additional teaching and learning opportunities from teachers and teaching assistant's demonstrate moderate impact, particularly if planned to complement quality first teaching and when a structured, time-limited programme is used.	Provision will be mapped termly on a costed provision map. There will be assessment both before and following all interventions. Pupil attainment and progress will be monitored termly at pupil progress meetings.	Sarah Johnson (SENCo) Lisa Kenyon (PP leader)	Ongoing monitoring and review of interventions and support offered. Provision map reviewed at the end of each term or sooner if needed and concerns about progress identified. Learning plans will be reviewed each term.
The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in reading, writing and maths will increase.	All classes have a Teaching Assistant working alongside the class teacher to enable additional feedback and immediate intervention to take place where and when it is needed. This may be through pre-teach or follow-up activities (afternoon gaps), or the delivery of a structured intervention.	Previous experience within school indicates that a positive impact has been seen on pupil progress, where the class teacher and teaching assistant have developed an effective working relationship. This is supported by research from the EEF, which also states that positive benefits are seen when teaching assistants provide one to one or small group support using a clearly specified approach- which the teaching assistant is trained to deliver.	Monitoring through frequent learning walks. Lesson observations. Feedback from interventions. Termly pupil progress meetings. Analysis of assessment data at the end of each term.	Kathryn Magiera (HT) Tracy Parr (DHT) Lisa Kenyon (PP Leader)	Ongoing reviews of intervention and support provided, with strategic review of deployment of teaching assistants in the summer term 2017.

The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in reading, writing and maths will increase.	Pupil Premium teaching assistant support for KS1 and lower KS2 providing additional teaching and learning opportunities through one to one and small group support for PP pupils (including more able PP pupils). This support includes interventions to raise attainment as well as intervention to address social and emotional needs.	Previous experience within school indicates that a positive impact has been seen on pupil progress, where additional intervention has targeted PP pupils; addressing the gaps in their learning and providing additional time to embed new concepts. In addition, positive gains have been evidenced where pupils have received social and emotional intervention/ nurture-both towards their confidence and attitudes to learning as well as increased attainment.	Assessment before and following all interventions. Monitoring through book scrutiny, learning walks and professional dialogue. Pupil Progress meetings to monitor pupil attainment and progress. Termly analysis of assessment data.	Lisa Kenyon (PP Leader)	Ongoing monitoring of individual interventions- fully reviewed at the end of each term.
All pupils in our Early Year disadvantaged group will make accelerated progress in Speaking and Understanding.	Early intervention targeting speech and understanding in Nursery and Reception- Elkan Provide specialist teaching support for individual pupils on a one to one, or small group basis.	Rationale is based around data that proves the majority of our Early Years disadvantaged pupils enter Nursery or Reception below or significantly below expectations in speaking and understanding. This information has been considered along with the knowledge from research that early intervention and targeted approaches towards communication and language demonstrate a positive impact on pupils in the Early Years- sometimes more considerably on children from disadvantaged backgrounds.	Assessment before and following all interventions. Monitoring through learning walks and professional dialogue. Pupil Progress meetings to monitor pupil attainment and progress. Termly analysis of Early Years data. Opportunities to talk with an adult throughout the day.	Keeley Selby (Early Years Leader) Lisa Kenyon (PP Leader)	Ongoing monitoring of individual interventions- fully reviewed at the end of each term.
Total budgeted cost					£70 000
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?

<p>The parental engagement of families will be increased through early intervention, close working with all agencies and additional in-school support.</p>	<p>Utilise our Family Support Worker in an outreach role in order to support families through early intervention by providing one to one and small group support and parenting advice. Offer Therapeutic Intervention sessions, for example Play Therapy and Lego Therapy which involve parents along with their children.</p>	<p>Research has demonstrated that children make good progress in school when they are supported by an effective family network providing good quality parenting and ensuring that physical and emotional needs are met. Children who are not safe and settled in a nurturing environment are known to attain less well in school than their peers. Research shows that positive home school partnerships enhance the quality of learning for all children. This is reinforced by West-Burnham et al, 2007, in Rethinking Educational Leadership (John West-Burnham, 2009), where a modal suggests 'that the school accounts for approximately 20 per cent of factors that influence well-being and life chances, with the social and personal factors being far more significant than the school.'</p>	<p>Timetable of sessions. Evaluation and reviews by parents. Evaluations by children. My Views completed with FSW. Review meetings with FSW, Family Learning Lead and Safeguarding Lead.</p>	<p>Tracy Parr (DHT) Jackie Ellison (FSW) Lisa Kenyon (PP Leader)</p>	<p>July 2017</p>
<p>Parents and children who are eligible for pupil premium will be supported to enhance aspirations.</p>	<p>FSW signposting parents to training. Volunteer opportunities within school to encourage parents to engage and build confidence. Hosting family learning opportunities.</p>	<p>Working effectively with parents enabling them to support their children's learning can be an effective way to raise aspiration in children and their parents. Parents who are engaged effectively in society are known to be more effective at raising aspiration and expectations with their own children, in turn enhancing progress and attainment.</p>	<p>My Views completed with FSW. Children's attitude to learning. Termly progress</p>	<p>Tracy Parr (DHT) Jackie Ellison (FSW) Jo Osborn (Family Learning Leader) Lisa Kenyon (PP Leader)</p>	<p>On-going review of support offered.</p>

<p>All children who are eligible for the pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.</p>	<p>Provide funding and encouragement for pupils eligible for pupil premium to attend residential visits, educational visits and to participate in enrichment activities at school, including music tuition and sports coaching.</p>	<p>Research has shown that a lack of cultural capital can impact on capacity to learn and understand through lack of varied life experiences. Increasing opportunities to engage in and encouraging children and families to take part in a range of enrichment opportunities such as music tuition, trips and family activities, helps to close the gap in learning and attainment.</p>	<p>Parent and pupil voice will be used to inform the program of enrichment events and activities.</p>	<p>Kathryn Magiera (HT) Tracy Parr (DHT) Jo Osborn (Curriculum Leader) Lisa Kenyon (PP Leader)</p>	<p>On-going review of programme of activities offered.</p>
<p>All children who are eligible for the pupil premium will be supported in developing their self-belief and confidence.</p>	<p>Staff training on a whole school approach to the teaching of the characteristics of learning and developing a growth mind-set approach towards our 'Learning Pit' initiative, in order to ensure pupils develop a 'can do' attitude and gain confidence in themselves. An engaging and carefully planned PSHCE programme of study is in place which is reviewed regularly.</p>	<p>Evidence stemmed from reviews of the Early Years Foundation Stage curriculum and the importance of teachers developing an understanding of how their pupils learn. We have considered this information, along with guidance from the DfE which states that 'Schools offer important opportunities to prevent mental health problems by promoting resilience. Providing pupils with inner resources that they can draw on as a buffer when negative or stressful things happen helps them to thrive even in the face of significant challenges.'</p> <p>We have also considered information from the Ofsted document 'Unknown children- destined for disadvantage' (July 2016), which acknowledges that achievement in English and maths 'is built on a child's understanding that everyone has something to say – ideas, views and opinions are what make us unique.'</p>	<p>Discussions with children regarding their attitude towards their learning. Discussions with children about the learning pit and characteristics of learning. My Views completed with FSW. Monitoring of PSHCE teaching and learning.</p>	<p>Kathryn Magiera (HT) Jo Osborn (Curriculum Leader) Lisa Kenyon (PP Leader) Jackie Ellison (FSW) Lyndsey Westron (PSCHE Leader)</p>	<p>On-going review of the impact of the initiatives implemented in school.</p>
Total budgeted cost					£24 500

4. Review of expenditure				
Previous Academic Year				
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
The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in reading and writing will increase in all year groups.	Reduced class sizes in Upper KS2, with a group of 12 pupils taught as a small group for English and Maths by an experienced teacher.	<p>Data for KS2 shows that 54% of disadvantaged children reached the expected standard in reading, compared to 38% in 2016- an increase of 16%. In writing, the percentage achieving the expected standard increased by 48%, from 29% in 2016, to 77% in 2017. In mathematics, the percentage increased by 17%, rising from 29% to 46% of pupils achieving the expected standard.</p> <p>Progress data for disadvantaged pupils improved in maths (from -5.88 in 2016, to -3.92 in 2017) and writing (from -4.01 in 2016, to +0.8 in 2017). The data also show that the progress of the disadvantaged pupils, was greater than that for non-disadvantaged pupils.</p>	Small group teaching is no longer financially viable, however year 5 and 6 pupils will be taught in smaller classes, with full time teaching assistants.	

	Staff training on a whole school approach to the teaching of the characteristics of learning and developing a growth mindset approach towards our 'Learning Pit' initiative, in order to ensure pupils develop an understanding of how they learn and belief that they can achieve.	<p>In year data evidences that in all year groups with the exception of year 2, the number of disadvantaged pupils achieving the expected standard for their year group has increased on the previous year for maths and writing, and in most year groups.</p> <p>In EYFS there has been a rise in the number of disadvantaged pupils achieving GLD- from 25% in 2016, to 80% in 2017.</p> <p>Pupil voice responses indicate that our pupils are developing a greater 'can do' attitude towards their learning.</p>	Growth Mindset and characteristics of learning remain a priority for the school, which is reflected in the school environment, enrichment activities, Heartsmart programme, behaviour policy, monitoring of teaching and learning.	
	Improve staff understanding of teaching English at greater depth through CPD with an English consultant.	In year data shows that there have been increases in the number of pupils attaining at a greater depth for reading in years 1, 2, 3 and 6, with years 4 and 5 remaining the same, and for writing in years 1, 3, 4, and 6.	Focus will continue and be addressed through in school training and moderation of writing.	
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

<p>Pupils with SEND will make expected progress in reading, writing and maths. Pupils with additional needs will meet targets in learning plans.</p>	<p>Provide additional teaching provision for children with SEND. Additional teaching assistant interventions, and one to one support in reading, writing and mathematics with specialist teacher.</p>	<p>In year data shows that for those pupil premium pupils who also have SEND in KS1, 100% of the pupils made expected progress in relation to their complex needs in reading, writing and maths.</p> <p>In KS2, 85% made expected progress in reading, with 23% making more than expected progress. In writing, 92% made expected, with 39% making more than expected progress.</p>	<p>Additional teaching assistant interventions will continue in order to close gaps in children's learning and ensure children have the opportunity to over learn- ensuring basic skills have been learnt.</p> <p>Pre-teach sessions have been particularly successful in preparation for maths lessons. This approach has become more established and will continue.</p> <p>1:1 specialist teaching has been successful in developing individual children's confidence and through over learning and encouraging metacognition- the children gain from developing a greater understanding of how they learn. This will continue with children being identified following formal assessments, looking at their profile and considering who is likely to benefit from this teaching.</p>	
<p>The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in reading, writing and maths will increase.</p>	<p>All classes have a Teaching Assistant working alongside the class teacher to enable additional feedback and immediate intervention to take place where and when it is needed. This may be through pre-teach or follow-up activities (afternoon gaps), or the delivery of a structured intervention.</p>	<p>Effective working relationships between class teacher and teaching assistant were acknowledged in a review of teaching assistants completed during the summer term.</p>	<p>Teaching assistants work with all children and support the class teachers in being able to differentiate tasks and provide support effectively. Teaching Assistants work with groups of focus children during maths and English lessons, as well as delivering pre-teach and follow up sessions which address gaps in pupils learning. Tailor made interventions may also be delivered where needed on a 1:1 or small group basis.</p> <p>Teaching Assistants also work with children to support their emotional and social development, which has a positive impact on their confidence and readiness for learning.</p> <p>This effective deployment of teaching assistants will continue. Two Teaching assistants have also completed ELSA training to support them in promoting the emotional wellbeing of individual pupils.</p>	

	<p>Pupil Premium teaching assistant support for KS1 and lower KS2 providing additional teaching and learning opportunities through one to one and small group support for PP pupils (including more able PP pupils). This support includes interventions to raise attainment as well as intervention to address social and emotional needs.</p>	<p>KS1</p> <p>In year 1 all pupil premium children made expected or better progress in maths, reading and writing, with 71% making better than expected progress in maths, and 57% in writing.</p> <p>In year 2 all pupil premium children made expected or better progress in reading and writing, with 85% in maths</p> <p>Observations and questionnaires completed with groups of pupil premium children involved in nurture/ social skills/ emotional well-being sessions revealed gains in the children's confidence, their ability to work with other pupils and an increasingly positive attitude towards their learning- in particular in reading.</p>	<p>The role of PP teaching assistant will continue in KS1 where it has been most successful. Classroom support will continue to be provided for KS1 classes and additional sessions for all PP children will continue to be timetabled.</p>	
<p>All pupils in our Early Years disadvantaged group will make accelerated progress in Speaking and Understanding.</p>	<p>Early intervention targeting speech and understanding in Nursery and Reception- Elkan Provide specialist teaching support for individual pupils on a one to one, or small group basis.</p>	<p>Early Years data shows that all nursery children made at least good progress in speaking and understanding, and all reception children made typical progress, with a large majority making more than typical progress in speaking and understanding.</p>	<p>Specialist speaking and listening teaching will continue on a 1:1 and small group basis.</p>	

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
The parental engagement of families will be increased through early intervention, close working with all agencies and additional in-school support.	Utilise our Family Support Worker in an outreach role in order to support families through early intervention by providing one to one and small group support and parenting advice. Offer Therapeutic Intervention sessions, for example Play Therapy and Lego Therapy which involve parents along with their children.	<p>FSW engaged range of parents for 'Time out for parents' all of whom went on to attend course 'Supporting the emotional well-being of children and young people' (a five week course run by FSW). Responses from SDQs completed before and after the course showed increased knowledge and confidence in supporting children's mental health.</p> <p>'Theraplay' intervention offered as additional in-school support to individual child has impacted very positively towards supporting the child in making positive attachment towards adult. Improvements in the ability to verbalise feelings and understand their own feelings and emotions has been observed.</p>	FSW is invaluable in providing the necessary support for a number of families. This role will continue to provide support on a daily basis for children and parents and will continue to offer provision of courses addressing the needs of our families- children and parents.	
Parents and children who are eligible for pupil premium will be supported to enhance aspirations.	FSW signposting parents to training. Volunteer opportunities within school to encourage parents to engage and build confidence. Hosting family learning opportunities.	<p>Family learning opportunities offered included first aid,</p> <p>Family learning involving parents and child included DT and maths- both of which received positive feedback regarding enjoying spending time with their child and enjoying solving problems together/ sense of achievement together.</p> <p>Angels and Guardians- mums and tots</p> <p>Journeyman- family story-telling, promoting reading with children</p>		

<p>All children who are eligible for the pupil premium will be supported to engage in a wide range of enrichment opportunities.</p>	<p>Provide funding and encouragement for pupils eligible for pupil premium to attend residential visits, educational visits and to participate in enrichment activities at school, including music tuition and sports coaching.</p>	<p>All pupil premium children received a part funded place on residential visits in years 2, 4 and 6, with subsidies also in place for any trips or visits where a cost was involved. This ensured all children benefited from these experiences.</p> <p>Funding is also provided for individual children to enable attendance at clubs/ lessons where a cost is in place.</p> <p>Persistent attendance has decreased.</p>	<p>This provision will continue.</p>	
<p>All children who are eligible for the pupil premium will be supported in developing their self-belief and confidence.</p>	<p>Staff training on a whole school approach to the teaching of the characteristics of learning and developing a growth mind-set approach towards our 'Learning Pit' initiative, in order to ensure pupils develop a 'can do' attitude and gain confidence in themselves. An engaging and carefully planned PSHCE programme of study is in place which is reviewed regularly.</p>	<p>Pupils refer to our whole school approaches when involved in discussions about their learning and behaviour. Learning walks including discussions with children show that these principles are referred to by pupils during their lessons and are applied in their learning.</p>	<p>These successful approaches will continue to be in place throughout our curriculum and in order to develop this further, Heartsmart will be introduced to support building resilience, emotional intelligence an active empathy in all of our children.</p>	

5. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.