

# Pupil premium strategy statement (primary)

| 1. Summary information |                               |                                  |             |  |         |
|------------------------|-------------------------------|----------------------------------|-------------|--|---------|
| School                 | Aycliffe Drive Primary School |                                  |             |  |         |
| Academic Year          | 2018/19                       | Total PP budget                  | £102,180.10 | Date of most recent PP Review                  | July 18 |
| Total number of pupils | 292                           | Number of pupils eligible for PP | 87          | Date for next internal review of this strategy | July 19 |

| 2. Current attainment                     |  |  |
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|   | <i>Pupils eligible for PP (school)</i> | <i>Pupils not eligible for PP (national)</i> |
| % achieving in reading, writing and maths | 100%                                   | 67% (2017 – 2018 not yet available)          |
| % making progress in reading              | 90.1%                                  | NA   |
| % making progress in writing              | 100%                                   | NA   |
| % making progress in maths                | 100%                                   | NA   |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability)             |  |
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| In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> ) |  |
| <b>A.</b>   | <p>Maths progress and attainment across the school; Although end of KS2 data suggests that PPG pupils did well last year, there is a significant gap in attainment between PPG pupils and non PPG pupils across the school. This is widest in the current years 2, 3 and 6 where there are more SEN and LA pupils within the PPG cohort.</p> <p>Weaker language skills make it harder for some PPG pupils to access using and applying skills, mental strategies and embedding basic skills so that they can be used accurately – particularly in the current year 6</p> |
| <b>B.</b>   | <p>Reading with a focus on inference and vocabulary, and the application of comprehension skills - This is most noticeable in the current years 2, 3 and 6 where there are more SEN and LA pupils within the PPG cohort.</p>   |
| <b>C.</b>   | <p>Writing - there is a significant gap in attainment between PPG pupils and non PPG pupils within the school. This is widest in the current years 2, 3</p>  |

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|   | and 4 where there are more SEN and/or LA pupils within the PPG cohort.  |  |
| <b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i> |   |  |
| <b>D</b>  | There is a high level of social care needs amongst some families where children are eligible for Pupil Premium, resulting in emotional needs, reduced ability to support children at home and little access to enrichment activities. |  |
| <b>E</b>  | Attendance of a small group of disadvantaged and vulnerable families has fallen below national expectations.  |  |
| <b>4. Desired outcomes</b>  |   |  |
| <b>A.</b>   | As a result of significant work on reasoning and maths fluency, PPG pupils across the school achieve expected and accelerated progress in maths, closing the gap between themselves and their peers and improving attainment.         | Year 6 pupils are able to successfully complete reasoning assessments.<br>Pupils make expected or accelerated progress in maths across the school<br>SEND pupils make significant steps of progress appropriate to their needs.<br>The gap between PPG and Non PPG making expected progress is reduced<br>Accelerated progress reduces the attainment gap between PPG pupils and others. |
| <b>B.</b>   | Across the school there is a significant improvement in the effectiveness of the teaching of reading, resulting in expected and accelerated progress being made in all year groups by PPG pupils.                                     | There is little or no gap between PPG pupils and their peers in reading progress.<br>This closes the gap in attainment.  |
| <b>C.</b>   | Year 2 and 3 PPG pupils achieve expected and accelerated progress in writing, closing the gap between themselves and their peers.   | Pupils make expected or accelerated progress<br>SEND pupils make significant steps of progress appropriate to their needs.<br>The gap between PPG and Non PPG making expected progress is reduced  |
| <b>D.</b>   | Sustained attainment and expected or accelerated pupil progress in maths and reading by the end of KS2, building on the good work begun last year and taking into account the increased level of SEND and LA pupils in this cohort    | Pupils make expected or accelerated progress from end of KS1 to KS2.<br>The gap between PP pupils attainment and National other is reduced by to 10% or less in reading and 15% or less in maths<br>There is little or no gap between PP pupils progress and other pupils nationally   |
| <b>E.</b>   | Year 2 and Year 6 PP pupils make expected or accelerated progress across all core subjects.   | PP pupils make progress in line with other pupils in school and nationally in end of key stage SATs  |
| <b>F.</b>   | Support is given for pupils emotional and social needs so that they are ready to learn.   | Pupils identified as having social and emotional problems are making progress in line with their peers (in school data)<br>Teachers report pupils as having a positive attitude to their learning.<br>Pupils show resilience in their learning.  |
| <b>G.</b>   | To provide PP pupils with access to a variety of enrichment activities  | A high number of PP pupils attend clubs.<br>All pupils have regular access to Forest School.   |

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|           |   | Access is provided for breakfast club to most needy families.<br>All pupils regularly attend trips and curriculum enrichment activities.   |
| <b>H.</b> | Increased attendance rates for pupils eligible for PP | PP attendance is at 96% (last years was 93.9%)<br>Gap is reduced so that is no significant gap between PP and other pupils.<br>Improved attendance for target families and individuals below 85% to 95% + by year end. |

| 5. Planned expenditure  |  |   |  |   |   |
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| 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?  |
| <p>Disadvantaged pupils make progress in line with non-disadvantaged pupils in <b>maths</b>.</p> <p>Attainment gap in Y6 between disadvantaged and non-disadvantaged pupils has been reduced from the gap in year 5</p> | <p>Maths monitoring to be undertaken by PPG leader, focussing purely on the learning of PPG pupils, particularly those not making expected progress, in addition to any monitoring undertaken by the maths leader.</p> | <p>Data from 2018 internal assessments shows that disadvantaged pupils made progress significantly below other pupils in maths.</p> <p>The current year 6 PPG group of 20 children contains 11 who were LAP in one or more subject in KS1</p>           | <p>Work scrutiny<br/>Lesson study<br/>Pupil Progress meetings<br/>Pupil interviews</p> | <p><b>PP Lead<br/>Class teachers<br/>TA</b></p> | <p><b>Jan 19-Autumn data shows a reduced gap in progress in all year groups except years 4 and 5 Targeted groups will increase in year 4 and 5 maths to include both year 4 classes.</b></p> <p><b>Feb 19 – 65% of PP pupils are on track to make beyond expected progress in maths in year 6</b></p> |
| <p>The proportions of pupils making expected progress and exceeding expected progress in <b>maths</b> is good Gaps are closing between PPG pupils and non PPG pupils within the school.</p>                             | <p>Maths provision which includes PPG pupils is identified. Achievable and smart targets are set for each provision. Provision is reviewed termly and new targets set.</p>   | <p>Maths progress and attainment for PPG pupils across the school continue to fall below that of other pupils.</p> <p>Some PPG pupils have found the move to reasoning harder due to weaker language skills.</p> <p>Provision needs to be effective</p> | <p>Pupil Progress meetings to monitor Progress</p> <p>Formative Assessment</p>         | <p>PPG lead<br/>Class Teachers<br/>TA</p>       | <p><b>Feb 19 – all ppg year 6 pupils have improved their scores on the reasoning tests undertaken this term. Boosters to continue.</b></p>  |
| <b>Total budgeted cost</b>  |  |   |  |   | £40,931.90  |
| 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?  |

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| <p>Disadvantaged pupils make expected or accelerated progress. Gap closes between PPG and other pupils.</p> | <p>Maths leader, PPG leader and senior teacher to work with small groups to help to close gaps.</p> <p>Maths leader undertaking maths progress project</p> | <p>Maths progress and attainment for PPG pupils across the school continue to fall below that of other pupils.</p> <p>Some PPG pupils have found the move to reasoning harder due to weaker language skills.</p> <p>Provision needs to be effective and show impact.</p> | <p>Regular monitoring of intervention groups</p> <p>Pupil progress meetings</p> <p>Pupil interviews</p> | <p>PPG lead</p> | <p><b>Jan 19-Autumn data shows a reduced gap in progress in all year groups except years 4 and 5 Targeted groups will increase in year 4 and 5 maths to include both year 4 classes and increase work in the discrete year 5.</b></p> <p><b>Feb 19 – all ppg year 6 pupils have improved their scores on the reasoning tests undertaken this term.</b></p> <p><b>Feb 19 – 65% of PP pupils are on track to make beyond expected progress in maths in year 6</b></p> |
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| <p>Pupils who are both PP and SEND are not at an adverse disadvantage to their peers and are making expected progress<br/>Provision is appropriate and focussed from a secure baseline.</p> | <p>Employment of specialist SEND teacher to support INCO to work with pupils in small groups and 1 to 1<br/>Termly reading tests and analysis (SEND)<br/>Implementation of maths assessments(SEND)<br/>Speech and language screening tool in foundation stage, and in other year groups where appropriate<br/>Case studies written to evidence the significant progress made by SEND pupils outside of the National Curriculum<br/>New spelling and reading resources to be used with the year 6</p> | <p>Some pupils did not make the progress expected for other pupils across the national curriculum, as progress is slowing as they move through the school.</p> <p>Progress is increasingly difficult to measure if pupils begin significantly below National expectations.</p> | <p>Termly SEND pupil progress meetings</p> <p>Specialist SEND assessments</p> <p>Use of IALD in early years</p> <p>Observations of the provision</p> | <p>INCO</p> | <p>Jan 19<br/>Significant progress has been made in maths in year 6 by SEND pupils as a result of targeted support of SEND teacher.<br/>This will be supplemented by booster classes in year 6.<br/>Termly case study updates are giving us a clearer picture of the progress of SEND pupils across the school.<br/>Only two SEND pupils in KS2 are not on track to make expected or accelerated progress.<br/>One is in maths and this pupil is getting weekly support from a senior maths teacher.<br/>Literacy toolbox, a scheme for pupils with a specific learning difficulty is being used to support reading. Case studies show an improvement in reading age.</p> |
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| Disadvantaged pupils will make expected progress in reading and writing.  | Yr 3 booster classes<br>Deputy to support in y3 with guided reading<br>English lead working with advisers on a whole school teaching of reading approach<br>English lead carrying out maths fluency project<br><br>Senior teacher working with writing groups in year 3/4/5   | Reading and writing achievement is showing a significant gap between PPG pupils and their peers  | Lesson observations to focus particularly on learning and progress of disadvantaged pupils (see monitoring schedule)<br><br>Regular data monitoring<br><br>Book Scrutiny                          | Deputy and English Lead | <b>Jan 19</b><br>Guided reading and the teaching of reading have undergone a change of approach that involves whole class teaching sessions, text marking and performance reading.<br>Early indication shows a big improvement in both enthusiasm and reading levels.<br>The majority of pupils are maintaining expected progress, or exceeding. |
| Disadvantaged pupils make expected or accelerated progress in writing. Gap closes between PPG and other pupils.   | PPG leader to follow up writing monitoring with feedback to teachers and support, if needed , for those pupils on specific skills   | Writing achievement is showing a significant gap between PPG pupils and their peers in some year groups  | PP lead to monitor writing<br>PP lead to provide group/individual support for pupils if required .  |                         | <b>Jan 19</b><br>Performance in writing has been discussed on pupil progress meetings with teachers. English lead has feedback to teachers about areas that pupils need to work on.<br>A small number of pupils have not made expected progress and are being supported and monitored.   |
| <b>Total budgeted cost</b>  |   |  |   |                         | <b>£34,377.45</b>  |
| <b>iii. Other approaches</b>  |   |  |   |                         |  |
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>   | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>       | <b>When will you review implementation?</b>  |
| All pupils entitled to pupil premium will make good or better progress<br>The attainment of pupils entitled to pupil premium will be in line with or better than other pupils<br>Termly analysis of data will indicate that the gap is closing for pupils entitled to Pupil Premium | Targeted intervention; targets to be measurable<br>Provision reviewed half termly and adjusted according to changing needs of pupils<br>Focused teaching groups taught by experienced teachers.<br>Observation of interventions with specific focus on PP children.<br>Impact of interventions to be monitored through half-termly PPMs | To sustain improvements in achievement for pupil premium pupils<br><br>To ensure provision is effective, and where it is not it is changed and improved.<br><br>To hold teachers to account for the provision for <b>PPG</b> pupils. | Pupil Interviews<br><br>Lesson observations to focus particularly on learning and progress of disadvantaged pupils (see monitoring schedule)<br><br>Observations of all identified interventions. |                         | <b>Jan 19</b><br>Termly targets reviewed and new targets set in Autumn and early spring terms.<br><br>Observations of targeted support have led to feedback to teachers on how to move pupils forward.   |

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| Tracking of Pupil Premium will clearly identify spend and the impact on outcomes for pupils   | and observations<br><br>Discussion of pupil progress  |  | Work scrutiny<br>Data analysis  |                             |  |
| In <b>reading and writing</b> , disadvantaged pupils make progress in line with non-disadvantaged pupils<br>Attainment gap in Y6 between disadvantaged and non-disadvantaged pupils has been reduced from the gap in year 5   | Reading and writing monitoring to be undertaken by PPG leader, focussing purely on the learning of PPG pupils, particularly those not making expected progress, in addition to any monitoring undertaken by the English leader.   | Reading and writing - there is a significant gap in attainment between PPG pupils and non PPG pupils within some groups in the school. This is widest in the current years 2, 3 and 4 where there are more SEN and/or LA pupils within the PPG cohort. | Work scrutiny<br>Lesson study<br>Pupil Progress meetings<br>Pupil interviews  | PPG Lead                    | <b>Jan 19</b><br>The progress and attainment gap has closed in years 2, 3 and 6. In years 4 and 5, 2 pupils didn't maintain the level of progress achieved at KS1. These pupils are being monitored and are on track to make expected progress.  |
| Steps taken to improve attendance for those children where it is an issue.<br>There is an improvement in their attendance.<br>(Attendance has been identified in the 2017/18 school plan)<br>Families with attendance below 80% in July 18 increase to above 95% in July 19 | Identification of pupils whose attendance is causing a barrier to learning<br>Parents contacted if attendance drops below 95%<br>Interviews with the Head.<br>Work with County attendance officer<br>Class attendance cup<br>Rewards for good attendance<br>New ideas for rewards schemes which incorporate attendance.   | Attendance dropped just below 94% in 2018 and was below that of other pupils – which was just below National   | Regular checks by attendance officer of PPG attendance<br><br>Meetings with parents<br><br>Assemblies and work in class on the importance of attendance | Attendance officer (school) | <b>Jan 19</b><br>January attendance figures for pupil premium are at 94.9% compared to 93.5% at the same time last year.<br><br>Meetings with the parents of persistent absentees will continue.   |
| Social and emotional problems are prevented from becoming a significant barrier to learning   | Employment of a full time pastoral support worker to work with vulnerable pupils<br>Pastoral worker to provide services such as protective behaviours<br>Counselling<br>Draw and talk etc often as a direct result of work alongside CSF<br>Further liaison between the pastoral support worker and other DDSL in the school to enable a more joined up approach. | A significant number of children are being identified – often by CSF- as needing support with mental well-being.   | Children are able to reach their potential - make expected progress – and possibly accelerated progress.  | Pastoral support worker     | <b>Jan 19</b><br>The pastoral support worker is currently working with a number of pupils regularly. This includes integrating pupils who have transferred from other settings, supporting pupils who are reluctant to come into school and helping pupils with anxiety.<br><br>For example:<br>One new yr 4 pupil had not been attending at his previous setting and had a history of aggressive behaviour. She spends time with him weekly doing draw and talk sessions and has worked closely with the family. He is attending regularly and at |

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|  |  |   |   |  | <p><b>lunch times attends a support group which has ensured his behaviour remains stable.</b></p> <p><b>She is able to carry out wishes and feelings work with pupils that CSF contacts us about.</b></p>  |
| <p>To provide outdoor opportunities for all areas of the curriculum to reinforce learning</p> <p>To improve cultural experiences for PPG children</p> <p>Provision of a wide range of activities to broaden their cultural experience and understanding of foundation subjects e.g. history</p> <p>Extended opportunities to help working families</p> | <p>Full time forest school leader for delivery of the curriculum outdoors</p> <p>Outdoor learning opportunities to be highlighted in curriculum</p> <p>Extra-Curricular Opportunities.</p> <p>To provide a practical focus for learning that will help improve opportunities for disadvantaged children to study the real world planning.</p> <p>Purchase of special activities such as archery, visiting theatre groups and science workshops</p> <p>Herts music school singing/Ukelele</p> | <p>Lack of cultural experiences outside of school is reflected in their poor speech and language development.</p> | <p>Progress is improved as a result of better speech and language, including improved vocabulary.</p> | <p>Forest school Lead</p> <p>Subject Leaders</p> | <p><b>Jan 19</b></p> <p><b>Forest school continues to provide a rich environment that reinforces the work done by the pupils in class. Teachers regularly comment on how many pupils, who do not speak out in class, become lively and vocal in forest school.</b></p> <p><b>For example;</b></p> <p><b>One pupil in year 2, who has difficulty with literacy in class, has shone in the science work that they have been doing in the forest and is now working at greater depth in that subject.</b></p> |
| <b>Total budgeted cost</b>   |  |   |   |  | <b>£26,663.40</b>  |

## 6. Review of Expenditure for Previous Academic Year

### i. Quality of teaching for all

| Desired outcome   | Chosen action/approach   | Impact:   | Lessons learned<br>(and whether you will continue with this approach)  | Cost |
|---|--|---|--|------|
| <p>All pupils entitled to pupil premium will make good or better progress</p> <p>The attainment of pupils entitled to pupil premium will be in line with or better than other pupils</p> <p>Termly analysis of data will indicate that the gap is closing for pupils entitled to Pupil Premium</p> <p>Tracking of Pupil Premium will clearly identify spend and the impact on outcomes for pupils</p> | <p>Targeted intervention. Provision reviewed half termly and adjusted according to changing needs of pupils</p> <p>Focused teaching groups taught by experienced teachers.</p> | <p>Targeted intervention has led to very specific targets being met across the school.</p> <p>Teachers are more focused on the progress of PPG pupils, leading to fewer significant gaps in progress across the school – July 17 data showed significant gaps in all year groups whereas this has now been reduced to a few groups and not in all subjects</p> <p>Results at the end of KS2 were exceptional.</p> | <p>We have identified that there are some year groups where there is still a significant gap in expected progress between PPG pupils and their peers.</p> <p>Across the school, PPG achievement varies from year to year due to the differing nature of the cohort, therefore focus will be on progress rather than attainment.</p> <p>As a result, more focus is now being placed on applying some of the strategies that were used with last year's year 6 across KS1 and 2 in order to improve progress in all areas.</p> |      |

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| <p>Pupils meet or exceed national attainment averages in reading and maths</p> <p>Disadvantaged pupils make progress in line with non-disadvantaged pupils</p> <p>Attainment gap in Y6 between disadvantaged and non-disadvantaged pupils has been reduced</p> <p>The proportions of UKS2 pupils making expected progress and exceeding expected progress is good</p> | <p>Deputy to work with children at risk of not achieving National in Oak and Redwood Deputy to support new to Y6 teacher with planning for maths and provision for more able. Senior UKS2 teacher to work with pupils at greater depth across year 6</p> <p>Interventions for LAP by TAs</p> <p>Booster classes run by year 6 staff.</p> | <p>PPG achievement at the end of KS2 was exceptional. Attainment was 100% for PPG pupils. All pupils made expected progress, except for one pupil who did not quite reach greater depth as predicted in reading. 3 pupils made accelerated progress in reading and writing, and 2 in maths.</p> | <p>Intense focus in Year 6 took PPG leader away from whole school. There will be a more whole school approach in 2018/19.</p>  |  |
| <p>Implementation of the maths curriculum, and the embedding of key skills across the school is effective</p>   | <p>Maths action plan to form a key part of this year's school plan. (See school Plan for details)</p> <p>Introduction of HFL Essentials maths scheme</p>   | <p>Essentials maths scheme resulted in a consistent approach in all key stages.</p> <p>Higher emphasis on reasoning skills allowed PPG pupils in year 6 to make 100% expected progress.</p>   | <p>Evidence of the impact clearly shows how effective the consistent approach has been.</p> <p>Continued use of the scheme will now include mixed planning and a whole school strategy on maths fluency.</p> |  |

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| PPG pupils are supported with reading skills in particular inference and vocabulary<br>Disadvantaged pupils with low prior attainment in reading rise above national floor target for progress | Increased emphasis on reading fluency being modelled explicitly<br>Meetings with staff around support for teacher led guided reading. | 90% of PPG pupils made expected progress in reading with 27% (3 pupils) making accelerated progress.<br><br>Improvements have been made in reading attainment across the school since the end of the last academic year. Gaps between PPG pupils and their peers have decreased across the school. | Teachers are yet to adopt a fully consistent approach across the school. As a result some year groups are doing better than others.<br><br>Gaps in pupils progress show that not all PPG pupils are doing well in their reading. A tighter focus on the teaching of reading and increased monitoring will take place this year as a result. |             |
|  |   |  | <b>Total budgeted cost</b>  | £50,981.22  |
| <b>ii. Targeted support</b>  |   |  |   |             |
| <b>Desired outcome</b>   | <b>Chosen action/approach</b>   | <b>Impact:</b>   | <b>Lessons learned</b><br>(and whether you will continue with this approach)  | <b>Cost</b> |
| The achievement of pupils entitled to pupil premium in yr 6 will be in line with or better than other pupils   | Experienced teachers to provide additional support in English and mathematics in Year 6 under the direction of class teachers         | PPG achievement at the end of KS2 was exceptional.<br>Attainment was 100% for PPG pupils.<br>All pupils made expected progress, except for one pupil who did not quite reach greater depth as predicted in reading.<br>3 pupils made accelerated progress in reading and writing, and 2 in maths.  | Support for teachers needed to be focused more in the mixed class to give the teacher a chance to concentrate on the year 6.<br>This year mixed planning and the experience gained last year has enabled the class to be worked together.   |             |

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| <p>Pupils who are both PP and SEND are not at an adverse disadvantage to their peers and are making expected progress<br/>Provision is appropriate and focussed from a secure baseline.</p> | <p>Employment of specialist SEND teacher to support INCO to work with pupils in small groups and 1 to 1<br/>Termly reading tests and analysis (SEND)<br/>Implementation of maths assessments(SEND)<br/>Speech and language screening tool in foundation stage, and in other year groups where appropriate<br/>Case studies written to evidence the significant progress made by SEND pupils outside of the National Curriculum</p> | <p>All send pupils made expected progress this year. Case studies have allowed leaders to show small steps of progress more effectively.</p> | <p>Provision to continue.<br/><br/>New ideas for rewards schemes.</p>   |                   |
| <p>Disadvantaged pupils will make expected progress in maths</p>  | <p>Yr 6 booster classes</p>  | <p>All PPG pupils who attended booster classes made expected progress.<br/>All achieved national expectation.</p>                            | <p>The classes that were most effective were during school time, as many pupils were failing to turn up for after school booster.</p> | <p>£47,489.64</p> |

**Total budgeted cost: £47,489.64**

**iii. Other approaches**

| <b>Desired outcome</b>   | <b>Chosen action/approach</b>   | <b>Impact:</b>   | <b>Lessons learned</b><br>(and whether you will continue with this approach)                          | <b>Cost</b> |
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| <p>The progress of pupils entitled to pupil premium will be in line with or better than other pupils</p> | <p>One day per week leadership and management focus to enable pupil premium lead to carry out in depth monitoring</p> | <p>Tighter monitoring is beginning to lead to a sharper focus on the needs of pupils and groups of pupils.</p> | <p>Monitoring was not taken up quickly enough. A tighter timetable has been set up for next year.</p> |             |

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| <p>Steps taken improve attendance for those children where it is an issue.<br/>There is an improvement in their attendance.<br/>(Attendance has been identified in the 2016/17 school plan)<br/>Families with attendance below 80% in July 17 increase to above 90% in July 18</p> | <p>Identification of pupils whose attendance is causing a barrier to learning<br/>Parents contacted if attendance drops below 95%<br/>Interviews with the Head.<br/>Work with County attendance officer<br/>Class attendance cup<br/>Rewards for good attendance</p> | <p>By the end of the year PPG attendance was 93.9%.<br/>Many families attendance improved as the year progressed.<br/>Heads interviews proved effective in improving attendance.</p>                           | <p>Attendance improved most with the involvement of the parents and school together with the head.<br/><br/>Provision will continue with new ideas for rewards schemes.</p> |  |
| <p>Social and emotional problems are prevented from becoming a significant barrier to learning</p>   | <p>Employment of a full time pastoral support worker to work with vulnerable pupils<br/>Pastoral worker to provide services such as protective behaviours<br/>Counselling<br/>Draw and talk etc often as a direct result of work alongside CSF</p>                   | <p>Pupils with anxiety have been prevented from failing to attend as a direct result of work with pastoral support.<br/><br/>Pupils at risk of inclusion have had somewhere to go to help manage behaviour</p> | <p>Provision will continue.<br/><br/>Further liaison is needed between the pastoral support worker and other DDSL in the school to enable a more joined up approach.</p>    |  |

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| <p>To provide outdoor opportunities for all areas of the curriculum to reinforce learning<br/> To improve cultural experiences for PPG children<br/> Provision of a wide range of activities to broaden their cultural experience and understanding of foundation subjects e.g. history<br/> Extended opportunities to help working families</p> | <p>Full time forest school leader for delivery of the curriculum outdoors<br/><br/> Extra-Curricular Opportunities. To provide a practical focus for learning that will help improve opportunities for disadvantaged children to study the real world<br/> Purchase of special activities such as archery, visiting theatre groups and science workshops<br/><br/> Herts music school singing/Ukelele</p> | <p>The curriculum is enriched with readily available outdoor learning experiences.<br/><br/> Pupils who are reluctant to speak – particularly in early years – show increased confidence when speaking in the forest.</p> | <p>Provision to continue.<br/><br/> Outdoor learning opportunities to be highlighted in curriculum planning.</p> |                   |
|  |   |   | <b>Total budgeted cost</b>   | <b>£25,533.60</b> |