

Pupil premium strategy statement (primary)

1. Summary information					
School	Ermine Primary Academy				
Academic Year	2018-19	Total PP budget	£257,400	Date of most recent PP Review	
Total number of pupils	388	Number of pupils eligible for PP	195 (50.3%)	Date for next internal review of this strategy	Oct 18

2. Current attainment (2017-2018)		
	<i>Pupils eligible for PP (your school) Scaled score %</i>	<i>Pupils eligible for PP (national average) Scaled score %</i>
% achieving in reading, writing and maths	52%	%
% reading	58%	%
% writing	67%	%
% maths	64%	%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Children are not achieving national standards in KS1 in all subjects- 45% of all children achieved combined and 40% of pp children achieved combined at the end of KS2.
B.	Children enter school with below expected communication and language and without targeted support cannot reach the expected early learning goal.
C.	Year 5 (children entering year 6) data suggests 37% of pp children will not reach the expected standard at the end of Key Stage 2.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Children are not always emotionally and socially ready for the challenges of school.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children's attainment in KS1 will be at least 55% combined and the gap between pupil premium and non pupil premium children will diminish.	At least 55% children to meet the expected standard in reading, writing and maths in key stage 1.
B.	Input received by speech therapist will continue to impact GLD and expected for communication and language.	Children will make accelerated progress after joining the school to become in line with age expected, especially in communication and language to reach national expectation.
C.	At least 60% of year 6 pp children will reach the expected standard across the board.	Pp children vs non pp children gap will be clearly diminishing and at least 60% of pp children will achieve the expected standard or above.

D.	Children will build and demonstrate resilience in order to emotionally cope with the social setting of school and wider community.	Children will be ready to learn and demonstrate skills which allow them to be a valued member of the school and wider community. Restorative practise will be embedded within our daily practise both staff and children.
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5. Planned expenditure

Academic year	2018-2019
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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?
Childrens attainment in KS1 will be at least 55% combined.	Members of SLT will be teaching Year 1 in order to ensure children are being moved on appropriately and level of challenge provided in order to accelerate learning.	Members of senior management are experienced teachers with at least good track records of teaching and learning. Senior management also have a good understanding of what is expected at end of key stage data and starting points from EYFS.	Mrs Richards will oversee and monitor the performance in Key Stage 1. Observations. Pupil Progress meetings. Use of Flic data. Performance Management. Book scrutinies. Pupil voice.	Mrs Richards And KS1 leader	First review data point 1 Autumn term.
Childrens attainment in KS1 will be at least 55% combined.	Pupil premium champion will have 1 day a week analysing data, looking at interventions SENco to work with PP champion to identify specific needs and how they can be addressed	Pupil premium champion to ensure children are being closely tracked and challenged. Pupil premium information will be collated and analysed for children diminishing the gap. Interventions will be analysed. Pupil interviews conducted. Spend tracked and impact progressed. SENco and PP to work together to look at children who need specialist programmes and IPP in order to diminish the gap	Reports to governors SLT monitoring Pupil progress meetings Intervention meetings Pupil interviews	Mrs Richards	Jan 2019
Input received by speech therapist will continue to impact GLD and expected for communication and language.	Purchase of speech therapist for 1 full day per week. Carry out assessment and intervention with FS1/2 children but also whole class KS1.	We have done this in previous years and impact proved through amount of children achieving GLD and expected 2 communication and language. The speech therapist has proven impact within early years and will now provide whole class delivery within KS1, allowing modelling of effective practise for teachers and support staff to adopt.	Regular meeting will be held with EYFS leader, speech therapist and SENCO to quality sure. Entry and exit assessments. EYFS data and observations. KS1 data analysis. Written reports from speech therapist.	SENCO	Each term.

<p>Children will build and demonstrate resilience in order to emotionally cope with the social setting of school.</p>	<p>Providing children with out of the ordinary experiences, to engage in learning through use of trips and visitors.</p> <p>TRIPS/VISITORS: Caythorpe residential (Y6) Holocaust Centre (Y6) Bomber command centre (Y6) Greek Workshop (Y6) Space centre (Y5) Mosque (Y5) The Collection (Y5,4,3) Viking Workshop (Y4) Roman Workshop (Y3) Woodside Falconry (Y2) Lincoln Castle (Y2) Open bus tour (Y2) Trip to the seaside (Y1) Rand Farm residential (Y1) Hartsholme Park (Y1) Local Area (Castle, Ermine Estate) (F2) Belton House (F2) Rhubarb Theatre (F2) Zoo Lab (All years) Wildlife park (Y3) Forest School (Y3) Belton House (Y4)</p>	<p>Children will have the opportunity to take part in school trips, and exciting activities/experiences which would not usually be available to them in a wider context. Children will be engaged ready to actively learn new skills within a creative curriculum.</p> <p>Many of trips centre around team building, resilience and problems solving to encourage application of these skills within the classroom environment and within the community. This will also encourage children to be aspirational, aim high, open doors to new opportunities.</p> <p>Every child will have the opportunity to explore these.</p> <p>PP children will be offered places at extra-curricular activities first and free of charge.</p> <p>Increase the attainment at the end of each phase.</p>	<p>Class observations. Pupil voice. Photographs/video clips including twitter feeds. Use of data. Club attendance data at the end of each term.</p>	<p>Pupil Premium Leader.</p>	<p>May 2019</p>

<p>Childrens attainment in KS1 will be at least 55% combined.</p> <p>Year 6 pp children, 60% will reach the expected standard across the board.</p> <p>Children will build and demonstrate resilience in order to emotionally cope with the social setting of school.</p>	<p>Behaviour leader- to spend 1 day per week monitoring, mentoring and leading the changing in implementing the new behaviour policy.</p>	<p>From ofsted outcomes behaviour was raised as an area to improve. Dedicated time to ensure the changes are being consistently implemented and understood will lead to improved behaviour across the school, and therefore, allow for no disruption to learning.</p>	<p>Drop ins SEF forms ROC's Reduction in negative behaviour incidents Reduction in exclusions PSP plans Pupil voice</p>	<p>Behaviour Leader</p>	<p>Oct 2018</p>
Total budgeted cost					<p>£120,935</p>
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p>Year 6 pp children, 60% will reach the expected standard across the board.</p>	<p>Targeted specific intervention using pixl to diminish the</p>	<p>Pixl in an innovative program which is part of our Trust practises. Pixl intervention focuses on children who are just slightly below to meet the expected standard. Pupil premium children will be prioritised for this intervention.</p>	<p>Data analysis Pupil progress meetings Observations Book scrutinies</p>	<p>The intervention will be carried out by Mrs Francis but overseen by Mrs Shaw and Year 6 teachers.</p>	<p>Jan 2019</p>
<p>Children will build and demonstrate resilience in order to emotionally cope with the social setting of school and wider community.</p>	<p>Providing a full time Nurture/Pastoral team. Meet and greet sessions Focused sessions with individuals. Group sessions such as delivering the Friends program Restorative practise conversation as new behaviour policy Indoor options at playtimes. Targeted lunch play activities for pp children.</p>	<p>Many of our children especially those children entitled to pupil premium need extra support socially and emotionally. This may be because of external factors. Children have the opportunity to access nurture throughout the day- this maybe through attending meet and greet groups in the morning so children are settled at the beginning of the day. It may be attending specific groups such as Friends and anger management techniques. They may also support children to integrate into the classroom. The nurture team also lead young carer groups on a weekly basis. The nurture team will be an integral part of embedding the new behaviour policy and leading by example through restorative approaches.</p>	<p>Implementation and Evaluations of Nurture development plan. Number of behaviours incidents will significantly reduce. Children will be ready to learn in lessons seen during lesson observations. No exclusions. Successful multi agency working in order for children to access the support they need.</p>	<p>Mr Dryden and Miss Thompson</p>	<p>Jan 2019</p>
<p>Childrens attainment in KS1 will be at least 55% combined.</p>	<p>RWI 1-1 intervention.</p>	<p>By putting this into place in previous year we have diminished the gap. 2017-2018 pp and non pp children there was not gap both out performing national.</p>	<p>Regular data checks each term carried out by RWI manager and shared with SLT. Data analysis.</p>	<p>Mrs Mawer Mrs Bresnihan to monitor.</p>	<p>Dec 18</p>
<p>Childrens attainment in KS1 will be at least 55% combined. Year 6 pp children, 60% will reach the expected standard across the</p>	<p>Targeted pupil premium intervention.</p>	<p>Two Ta's one based in Ks1 and 1 in Ks2 will deliver targeted intervention with pp children to increase progress and attainment.</p>	<p>Monitored by pupil premium lead. Data analysis. Entry and exit assessments where relevant.</p>	<p>Intervention lead.</p>	<p>Dec 18</p>

board.					
<p>Childrens attainment in KS1 will be at least 55% combined.</p> <p>Year 6 pp children, 60% will reach the expected standard across the board.</p> <p>Children will build and demonstrate resilience in order to emotionally cope with the social setting of school and wider community.</p>	Buy in support of Need Bright Solutions.	<p>NBS will work with targeted individuals who demonstrate challenging behaviour and require a PSP plan- they will provide targeted provision and give strategies to staff to help improve provision and standards.</p> <p>NBS will also provide bespoke training to staff who require it regarding dealing with negative behaviours but also promoting positive behaviour.</p> <p>NBS also provides support in terms of paperwork and procedures for key children.</p>	<p>Behaviour reports</p> <p>Data</p> <p>Behaviour records</p> <p>PSP plans</p> <p>Pupil voice</p> <p>Number of exclusions will be reduced</p> <p>No incidents of positive handling</p>	Mrs Hoyland	Jan 19
Total budgeted cost					£116,800
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>Children will build and demonstrate resilience in order to emotionally cope with the social setting of school and wider community.</p>	<p>Operate a breakfast club for children whose attendance needs to improve or if they are vulnerable children.</p> <p>Staffing costs.</p> <p>Resources purchased for lunchtime and breaktime provision to enhance the social experiences and emotional wellbeing</p>	<p>PP children whose attendance needs to improve or are vulnerable are offered a place at breakfast club free of charge. This is to ensure the children have a good breakfast, punctual and ready to learn. The children's attendance will improve.</p>	<p>Monitoring of attendance and tracking those who attend breakfast club.</p>	Mrs Ranshaw	Jan 19
<p>Children will build and demonstrate resilience in order to emotionally cope with the social setting of school and wider community.</p> <p>Childrens attainment in</p>	<p>Introduction of new behaviour policy- new smaller individual rewards to aim for- golden treat when children reach 20 stars.</p> <p>Cost of purchasing</p>	<p>Children will be more motivated to achieve in order to take part in golden treat planned by them. This in turn will mean children are more enthused to attend and achieve at school, behaviour and learning standards will improve.</p> <p>Children will look after the new planners</p>	<p>Number of children achieving 20 stars will be tracked and the frequency that this is occurring.</p> <p>Book scrutinies</p> <p>Drop ins</p> <p>Behaviour walk rounds</p> <p>Reward charts</p> <p>Use of planners</p>	Mrs Hoyland	Oct 18 initially

KS1 will be at least 55% combined.	resources in order to do this, including stickers and stamps. Purchase of new improved school planners where rewards can be recorded, and home to school communication improved.	and have pride in them. Greater and easier opportunities for parents/carers/teachers to communicate.	Behaviour data and reports Pupil voice		
Children will build and demonstrate resilience in order to emotionally cope with the social setting of school and wider community.	Extracurricular clubs offered for PP first to enhance self-esteem, core strength	Clubs run include netball, cricket, multisport, football, craft, nature, gardening)	Tracking of club registers to monitor attendance	KS1 leader to track and feed back to PP lead.	Jan 2019
Children will build and demonstrate resilience in order to emotionally cope with the social setting of school and wider community.	Play therapy is provided for children who require emotional and wellbeing support.	Children who are experiencing issues outside of the classroom e.g. home find it hard to concentrate and focus on work. They will have access to play therapy to address and ensure they are ready to learn and receiving any other additional support they require.	Children will make academic progress in line with others, use of data. Book scrutinies.	APS/LAC teacher/DSL/Behaviour Lead	Jan 2019
Children will build and demonstrate resilience in order to emotionally cope with the social setting of school and wider community.	Children identified will have the opportunity to take part in class yoga led by a professional.	This will enable children to experience and be taught key relaxation and coping strategies to support their own emotional wellbeing. Children will then be in a greater mind set for learning within the classroom.	There will be less incidents of aggressive outbursts. Children will use the strategies themselves and will be happier in themselves.	APS	Jan 2019
Children will build and demonstrate resilience in order to emotionally cope with the social setting of school and wider community. Continue to improve attendance.	Staff to carry out home visits to families where attendance to school is of concern.	Poor attendance is investigated and followed up at the earliest opportunity, families feel supported and plans into place to improve attendance of individuals.	Attendance records Records of home visits	APS	Jan 2019
Total budgeted cost					£21875
Total overall budget cost					£259,610

6. Review of expenditure				
Previous Academic Year		2017-2018		
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
Children's attainment in KS1 will be in line with school all.	Full time Read, Write, inc manager.	86% Pupil premium children taking the phonic screening test at the end of year 1 passed. 86% non pp children also passed. 0% gap and also exceeding national.	We will continue with our read, write, inc manager in post and the rigorous monitoring, tracking and assessing will continue. The read, write, inc manager will also continue with some targeted 1-1 intervention. However, going forward into next year this will not be a priority to improve within the pupil premium forecast.	£36, 912.00
Children's attainment in KS1 will be in line with school all.	Specialised PE teacher/coaches to increase core strength and fine motor skills to improve stability to write.	PE coaches were used to deliver high quality PE sessions and mentoring for teachers. Children most definitely increased their skill base within PE, however, we cannot prove this has impact on our writing attainment. Attainment in key stage 2 writing was 72% for all children the highest school has attained in over 3 years.	PE coaches will remain in place for whole school delivery of skills such as gymnastics, games and mentoring of staff. However, it will not be in place within the pupil premium forecast.	£9,000

<p>Children will have high quality continuous provision in year 1 throughout the afternoon so they can access and be challenged to enable play based learning leading to expected standards in year 1.</p>	<p>SLT member appointed to lead continuous provision</p> <p>1 TA additional 3 additional hours to model provision</p> <p>Resources purchased for continuous provision.</p>	<p>Continuous provision was in place for the first 2 terms of the academic year. This was successful in meeting the needs of this cohort, it was then gradually reduced to introduce the more formal teaching structure required to meeting end of year standard.</p> <p>Pupil premium children achievement in year 1 was in line with all and also in line with GLD from previous year.</p> <p>68% GLD Reading 71% PP Writing 56% PP Maths 64% PP</p>	<p>Due to our ofsted inspection in Nov 17, priorities changed and we reviewed teaching practises across the whole school. This has lead to the introduction of a new teaching and learning policy coming into place from September 2018. Continuous provision will be a strategy to use for children/groups of children who are not yet ready to access the formal structure of Year 1, however using data those who are will not. The new teaching and learning policy outlines the way we will deliver the curriculum in new creative and imaginative ways which will in time replace the need for continuous provision.</p>	<p>£20, 050</p>
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<p>Children will be emotionally ready to access the demands of the curriculum through focused well-being and nurture support for targeted individuals and a rich and stimulating curriculum outside of their normal experiences.</p>	<p>Providing children with out of the ordinary experiences, to engage in learning through use of trips and visitors.</p> <p>TRIPS/VISITORS: Kingswood residential (Y6) Holocaust Centre (Y6) Greek Workshop (Y6) Magna (Y6) Space centre (Y5) Mosque (Y5) The Collection (Y5) Viking Workshop (Y4) Peak District/Castleton/Dov edale (Y4) Cresswell Craggs (Y3) Gibraltar Point (Y3) Roman Workshop (Y3) Woodside Falconry (Y2) York Chocolate Factory (Y2) Lincoln Castle (Y2)</p>	<p>All children had the opportunity to take part in experiences outside of the classroom in order to inspire learning, providing hooks for learning and increased engagement in topic learning within the classroom.</p> <p>Children's voices state that these are the most memorable parts of the year.</p> <p>Parents were engaged through use of social media to celebrate these trips and create link between home and school.</p> <p>Some of the named trips were not necessarily the ones that took place but were exchanged for similar.</p>	<p>This will be continued next year due to the engagement and link it gives to the rest of the learning. The curriculum has been revised in order for their to be a cross-curricular approach to learning.</p>	<p>£26,785.00</p>
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<p>Children's attainment in KS1 will be in line with school all.</p>	<p>Pupil premium champion will have 1 day a week analysing data, looking at interventions</p> <p>SENco to work with PP champion to identify specific needs and how they can be addressed</p>	<p>Due to our ofsted inspection Nov 2017 the pupil premium lead took on new roles as behaviour lead, deputy dsl and deputy head teacher. Therefore, Pupil premium was not first priority during this time. The pupil premium lead analysed data at relevant data points and submitted reports to the trust and governing body. However, monitoring of intervention and identifying support for individuals was unfortunately not tracked by the pupil premium this year.</p>	<p>This has become part of the school development plan for the next academic year and will be a focus for not only the pupil premium lead but key stage leaders too. There is a gap which remains.</p>	<p>£24,900</p>
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<p>Children's attainment in KS1 will be in line with school all.</p>	<p>Deputy headteacher teaching in Y3 1 day a week to focus on children who did not achieve the standard in year 2 and offer mentoring and advice moving forward for the classteacher in terms of specific ways to engage those children.</p>	<p>Due to ofsted inpection Nov 17 we are unable to prove impact for this action, as the deputy head became the acting head teacher and DSL for our school, and therefore no longer taught in Year 3.</p>	<p>Due to this role change this will not continue this academic year. However, this cohort has now progressed to Year 4 where the Assistant Head is also a class teacher and will provide quality first teaching with key identified intervention where needed.</p>	<p>£10, 250</p>
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Children's communication and language skills will improve within Early Years this in turn will aid vocabulary development and reading improvement.</p>	<p>Purchase of Speech Therapist- 1 full day per week.</p>	<p>This once again has proved great impact as 71% of children in EYFS met GLD and pupil premium 68%. By receiving this service children are able to access speech intervention much quicker than going down the usual routes and therefore, faster progress is made which in turn allows them greater opportunity to make GLD. The speech therapist also models excellent practise which then allows our staff to continue with during the week.</p>	<p>This is a service we will continue to provide next year as children continue to begin school with low listening and attention and communication skills. For example, last year 6 children in Reception took part in speech intervention and all 6 were considered to have made good progress.</p>	<p>£8,200</p>

<p>Children will be emotionally ready to access the demands of the curriculum through focused well-being and nurture support for targeted individuals and a rich and stimulating curriculum outside of their normal experiences.</p>	<p>Providing a full time Nurture/Pastoral team. Meet and greet sessions Focused sessions with individuals. Group sessions Indoor options at playtimes. Lunchtime supervisor to provide structured play aimed at pupil premium</p>	<p>The pastoral team has proved vital this year in providing emotional support for children across the school. Post ofsted they have also been part of the important process of creating a new behaviour policy for the whole school. This has included mentoring staff, leading restorative conversations with children to resolve conflict. By using these methods this has resolved conflict with children and prevented concerns from escalating, allowing children to continue with their learning.</p> <p>Meet and Greet allows children to share any worries they have before lessons begin ensuring they are ready to learn at 9am.</p> <p>Providing indoor play provision allows children to have more choice at play times and staff can promote social and friendship skills.</p>	<p>Our pastoral team will continue with the strategies as outlined this year. However, in addition to this they will also put into practise our new behaviour policy supporting staff to ensure it is applied consistently. Responding immediately to situations where behaviour from individuals is resulting in significant disturbance to learning, they will use de escalation strategies and use restorative practises to find solutions. By hosting restorative conversations conflict between children will significantly reduce and will not effect learning time. Exclusions will reduce. The is a priority since ofsted inspection Nov 17.</p>	<p>£41,950</p>
<p>Children's attainment in KS1 will be in line with school all.</p> <p>Children's communication and language skills will improve within Early Years this in turn will aid vocabulary development and reading improvement.</p>	<p>Use of staff to deliver focused 1:1 tuition for RWI from September.</p>	<p>86% of pupil premium children passed the phonic screening test as did non pupil premium, above national.</p>	<p>This will continue next year, However, due to a rise the number of children holding an EHC adults have been redeployed in some circumstances, therefore, we do not have as many members of staff available as in previous years.</p>	<p>£37,050</p>

<p>Children's attainment in KS1 will be in line with school all.</p>	<p>Use of staff to deliver focused small group work for KS1 and 2 children who are just below age expected attainment.</p>	<p>Due to the increased amount of children with EHC's staff's deployment changed and therefore, some planned interventions were no longer an option.</p> <p>However, in KS2 Pixl maths intervention was delivered and 5 children who would not have reached the expected standard without intervention in fact did.</p>	<p>Due to staff deployment to meet the needs of children with EHC's we do not have the class support staff we have had in past years. We will still aim to deliver some interventions eg, pupil premium maths slightly below group to boost to standard and Y6 teaching assistant to deliver Pixl intervention. We will also be delivering Y4 maths counts interventions.</p> <p>Pixl will continue.</p>	<p>£20,750</p>
<p>Children's attainment in KS1 will be in line with school all.</p>	<p>Home reading rewards purchased to continue the push on independence and enjoyment in reading</p>	<p>We did not continue with this strategy post ofsted Nov 17. However, we spent some of the budget on developing and introducing a new school planner for each child in September 18. This is to improve home-school communications but also to encourage home reading.</p>	<p>The planners are new from Sept 18 and so far feedback from staff, children and parents have been positive.</p>	<p>£300</p>
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>Children will feel comfortable in a range of social and emotional situations, allowing them to demonstrate appropriate behaviours in school and the wider community. They will be ready to learn.</p>	<p>Operate a breakfast club for children whose attendance needs to improve or if they are vulnerable children.</p> <p>Staffing costs.</p> <p>Resources purchased for lunchtime and breaktime provision to enhance the social experiences and emotional wellbeing</p>	<p>Approximately 50% of children attending our breakfast club are pupil premium children and their attendance is consistent. Breakfast club is a vital provision for children within our school, it allows the children to be relaxed and calm at the start of the day and ensure they have had a good breakfast before beginning learning. It also gives children the opportunity to share any worries they may which can be addressed before the school day begins. Pupil premium children receive priority allocation when place become available.</p>	<p>We will continue with this next year.</p>	<p>£4000</p>
<p>Children will feel comfortable in a range of social and emotional situations, allowing them to demonstrate appropriate behaviours in school and the wider community. They will be ready to learn.</p>	<p>Purchase of PE kit for children who require it.</p>	<p>Spare PE kit was purchased. Children could therefore, take part in PE.</p>	<p>This is not in the budget for next year, as we would hope that children now have their own kits.</p>	<p>£250</p>
<p>Children feel motivated and encouraged to attend fully, to demonstrate an outstanding attitude in all times during the day.</p>	<p>Rewards Badges Golden trip Termly reward 'Buffets with a twist'.</p> <p>Attendance and behaviour of pupil premium children is tracked and monitored</p>	<p>Behaviour data post ofsted- Jan 18- July 18 Shows that children are motivated to succeed by receiving golden treats. The amount of reds issued decreased as a whole, pupil premium group was not tracked as behaviour was classed as an urgent whole school priority post ofsted.</p>	<p>A new behaviour policy is in place from Sept 18 focusing on the positive and using restorative practise. Golden rewards will be in place but are earned by gaining stars not remaining on green for a whole term. Budget for rewards will remain in place in the next budget forecast.</p>	<p>£3000</p>

<p>Extra-curricular clubs provided for pupil premium children to enhance experiences outside of the curriculum and approach learning in a different way.</p>	<p>Magical maths Extracurricular clubs offered for PP first to enhance self-esteem, core strength</p>	<p>Pupil premium children receive priority when offering places for extra curricular activities. After one term of magical maths it was deemed the impact was not great enough to warrant the spend and therefore, did not continue. Some examples of clubs are gardening where most children are pupil premium and even made it into magazine for their hard work. Fencing, archery, multi skills, golf, football, craft, friendship, music, film.</p>	<p>Pupil premium children will continue to receive priority when offering extra curricular clubs.</p>	<p>£9650</p>
<p>Children feel motivated and encouraged to attend fully, to demonstrate an outstanding attitude in all times during the day.</p>	<p>Play therapy is provided for children who require emotional and wellbeing support.</p>	<p>Play therapy is a vital service for our school. It allows children 1-1 time with an adult who has specific skills in this field. It allows children the opportunity to share and talk about their feelings and what is causing those feelings. It has allowed school to then ensure the correct provision and support is in place for these children.</p>	<p>This will continue next year.</p>	<p>£2000</p>
<p>Attendance</p>	<p>Attendance officer to address any issues within attendance.</p>	<p>Our attendance officer follows up on any children absent from school, this may include text messages, phone calls and carrying out home visits. They identify any children and families who may require extra support in order to ensure the children attend school. This is also includes completing paperwork in line with our attendance procedures for panel meetings or issuing fines when though necessary. Our attendance at end of this academic year was 95.13% compared to previous year of 94.87%. Our pupil premium children continue to be between 94 and 95%, without the rigorous attendance monitoring this would not be maintained.</p>	<p>This approach will be continued.</p>	<p>£17000</p>

7. Additional detail

