

## Policy Statements and Procedures

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# PUPIL PREMIUM GRANT (PPG)

## Report on the use of the Pupil Premium Grant (PPG) in 2019-2020, and a review of the expenditure for 2018-2019

### INTRODUCTION

The DfE strongly believes that the English education system must be one in which a disadvantaged background ceases to be a barrier to a young person's attainment and future participation in a competitive workplace. After prior attainment, poverty is the single most important factor in predicting a child's future.

The PPG was introduced in April 2011 to provide additional support for LAC and children from low income families. The objective is to use the money to narrow the attainment gap that still exists between such pupils and those from more affluent backgrounds. Low attainment is due to a complex interaction of social and demographic factors. Material deprivation can influence educational outcomes by reducing the educational resources that families can provide, and by adversely affecting the home environment.

The attainment gap between disadvantaged pupils and their peers has begun, very slowly, to close in recent years. However, the gap widens through a child's compulsory education and as such, has a bearing both on access to Higher Education and employment. In our primary schools we aim to ensure that children by the end of the Foundation Stage all know, understand and can demonstrate the first skills of reading, writing and counting. Therefore, we aim to close any gap that may have occurred through pre school experiences.

Since 1997 the government has tried to close the educational achievement gap between disadvantaged pupils and others in England and has had no success. The National College for Teaching and Leadership has offered modules and courses for teachers and leaders to learn how to address this issue.

*'Closing the gap: how system leaders and schools can work together' by Simon Rea, Robert Hill and Dr John Dunford, (Isos Partnership Research Team April 2013) states that:*

**WHOLE SCHOOL STRATEGIES** – which benefit all pupils

- Quality teaching and learning, consistent across the school, supported by strong CPD culture, observation/ moderation and coaching
- Engaging and relevant curriculum, personalised to pupil needs
- Pupil level tracking, assessment and monitoring
- Quality assessment for learning
- Effective reward, behaviour and attendance policies
- High quality learning environment
- Inclusive and positive school culture, underpinned by values and ‘moral purpose’ that all pupils will achieve
- Effective senior leadership team with ambition, vision, and high expectations of staff and all pupils

**STRATEGIES FOR UNDER-PERFORMING PUPILS** – which benefit FSM and other under-achieving pupils

- Early intervention and targeted learning interventions
- One-to-one support and other ‘catch-up’ provision
- Rigorous monitoring and evaluation of impact of targeted interventions
- Extended services (eg breakfast and after-school clubs, including homework and study support) and multi-agency support
- Targeted parental engagements, including raising aspirations and developing parenting skills
- In-school dedicated pastoral and wellbeing support and outreach
- Developing confidence and self-esteem through pupil voice, empowering student mentors, sport, music, or other programmes such as SEAL

**TARGETED STRATEGIES FOR PUPILS ELIGIBLE FOR FSM** – which specifically benefit FSM pupils

- Explicit school-level strategy to identify and support FSM pupils e.g. through targeted funding
- Incentives and targeting of extended services and parental support
- Subsidising school trips and other learning resources
- Additional residential and summer camps
- Interventions to manage key transitions between stages or between schools
- Dedicated senior leadership champion, or lead worker to co-ordinate support programme

## What are the most effective strategies?

A report published by Ofsted earlier this year on the Pupil Premium identified how the most successful schools are spending their PPG; some of the main points from the report are summarised below:

- Some schools are still not spending PPG on interventions that have any impact. These schools ***do not have effective tracking systems for showing how they have spent the money or evaluated the effectiveness of the measures in terms of improving outcomes.*** However the 'best' schools are:
- Focusing on ***literacy and numeracy***
- Finding out where the ***basic skills gaps*** exist amongst eligible students when they arrive
- Carefully ring-fencing the funding so it is ***always spent*** on the target group of pupils
- Non confusing eligibility for Pupil Premium (PP) with low ability
- Allocating their ***best teachers*** to intervention groups in Mathematics and English
- Using achievement data to check the effectiveness of interventions frequently rather than retrospectively
- Ensuring that support staff, in particular TEACHING PARTNERS, are highly trained and understand their role in helping children to achieve
- Ensuring that a senior leader has a clear overview of how funding is being allocated
- Ensuring that subject teachers know which children are eligible for PP so they can take responsibility for ***accelerating their progress***
- Have a ***clear policy*** on spending the PPG, agreed by Governors and published on their website
- Involved Governors in the discussion on spending PPG
- Providing well-targeted support to improve behaviour, attendance and links with families where these factors act as a barrier to progress
- Including discussions on the progress of PP pupils in all performance management meetings
- Included the spending of PPG integrally in their school development plan

### **Examples of good practice observed during the Ofsted survey**

The report went on to detail a number of case studies of schools that had used their PPG to best effect; some of the most interesting are summarised below and could be considered when formulating our own strategy:

- Introduction of a PP School Improvement Project (rather contradicts last point!)
- Standardised scores collected for every pupil in every year for reading and spelling
- Attendance levels for all disadvantaged pupils prioritised by AO
- Before and after school study with IT, teaching support and meals all on hand
- System of bids for funding from subject leaders and tutors to support individual resource needs
- Regular reporting of progress of PP pupils to GB
- Funding visits, plays and concerts
- Age related expectations not aspirational enough for PP students

### **The most effective interventions were found to be:**

- ✓ Time limited, not a way of life
- ✓ Taught by well-qualified specialist teachers or highly competent TEACHING PARTNERS
- ✓ Had clear success criteria
- ✓ Did not have a negative impact on students' learning in other areas of the curriculum due to careful time planning
- ✓ Frequently evaluated and alterations made quickly where strategies were not working

## PPG Income and Expenditure

Primary Phase	2019/2020	2018/2019 £	2017/18 £	2016/17 £	2015/16 £
Hewens Primary	£96,360	118,800	129,360	124,080	85,800

The PPG has been used at Hewens Primary to fund a number of school/class/group/individual interventions. These are designed to benefit any pupil who is not achieving their full potential. Pupil progress is assessed 6 times a year (half termly) and interventions are put into place according to specific needs for the pupils to meet their targets. At every tracking point, PP eligible pupils are identified as a group and their progress monitored against year group outcomes. PP is prioritised for interventions.

In addition there has been significant investment in pupil support within the classroom, which has proved beneficial to all groups of pupils. Each class has a teacher and teaching partner, facilitating improved behavior which impacts on the engagement of learning. The teaching partner is fully involved with the weekly planning of all subjects and has an individual timetable that reflects the number of groups and interventions carried out each week. As the teaching partner is present at all times in the classroom, their time can be organized, on a daily basis, to address immediate misconceptions.

At Hewens Primary we provide a wide range of extra curricular activities, which are free for all children. The registers of these clubs are analysed for the attendance of PP pupils. Scrutiny of such data allows us to determine whether activities are being accessed by the full range of pupils and if not, allow research into the type of activities that would appeal to such pupils and target our PP children.

During each holiday there are focused booster classes for English and mathematics. PP pupils who are not making the expected progress are invited to attend. We also have a Holiday Club that has many subsidised activities. We monitor the attendance of PP pupils.

Finally, Hewens Primary is part of The Rosedale Hewens Academy Trust, which provides a range of non-teaching services offered to our vulnerable families. For example, we employ a Family Support Worker who will provide preventative actions for a range of issues at school and in the home. The school also runs a full-time Parent Zone, which includes a wide range of activities to support our families. The courses include ESOL, computer, Literacy, Mathematics and ways of Keeping Healthy.

## 1. Summary information

School	Hewens Primary				
Academic Year	2019/2020	EFA Funding + LAC Funding	£96,360	Date of most recent PP review	September 2019
Total number of pupils	437	Number of pupils eligible for PP	54	Date for next review of this strategy	March 2020

## 2. Current Attainment

	Pupils eligible for PP 2018/2019 at Hewens Primary	Pupils eligible for PP 2017/2018 at Hewens Primary	Pupils not eligible for PP national average 2018/2019	Disadvantaged national average 2018/2019
EYFS (GLD)	100% (2 children)	66.7% (6 children)	71.6%	57.2%%
Phonics	100% (4 children)	100% (3 children)	85%	68%
KS1	<u>2 children</u> Reading = 100% Writing = 50% Mathematics = 100% RWM = 50%	<u>9 children</u> Reading = 88.9% Writing = 88.9% Mathematics = 88.9% RWM = 88.9%	<b>National ALL pupils</b> Reading = 75.5% Writing = 69.9% Mathematics = 76.1% RWM = 65.3%	Reading = 61.1% Writing = 54% Mathematics = 61.7% RWM = 48.9%
KS2	<u>23 children</u> Reading = 82.6% Writing = 69.6% Mathematics = 13% Grammar = 82.6% RWM = 60.9%	<u>26 children</u> Reading = 73.1% Mathematics = 73.1% Grammar = 84.6% Writing = 84.6% RWM = 65.4%	Reading = 75.3% Mathematics = 75.6% Grammar = 77.7% Writing = 78.3% RWM = 64.4%	Reading = 62.7% Mathematics = 62.3% Grammar = 65.3% Writing = 66.3% RWM = 49%

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers (issues to be addressed at school level, such as poor literacy skills)

<b>A</b>	Low Literacy and communication skills: a high number of PP children arrive with low language and communication skills. In Early Years, Attention Hillingdon and PALs are required to support PSED alongside interventions for closing the gap.
<b>B</b>	Resilience for learning: a significant number of PP children lack concentration and stamina for learning, which can manifest in low disruption in class. These children require support for reading daily and for completion of their work.
<b>C</b>	Low social and emotional skills: we need to put in support for PP children who consistently show poor skills in maintaining friendships and demonstrate unacceptable levels of over reactions to incidents.

#### External barriers (issues which also require action outside school, such as low attendance rates)

<b>D</b>	Attendance: attendance rates of PP children are lower than that of their peers.
<b>E</b>	Engagement of parents: attendance at Parent Consultations and/or Booster Classes is low for PP families. Many cannot or do not support their child with their homework.
<b>F</b>	Aspiration: some PP lack aspirational goals and disengage with education.

#### Desired Outcomes

<b>A</b>	Close the Literacy achievement gap between national all pupils and Hewens Pupil Premium pupils.
<b>B</b>	Ensure PP children have ample time, space and resources to complete their work in class. Ensure PP children achieve or exceed their reading age.
<b>C</b>	Reduce the number of behaviour incidents of PP children through pastoral support from the teacher and teaching partner.
<b>D</b>	Attendance of disadvantaged children to be better than national averages.
<b>E</b>	A greater number of parents attend Consultation meetings and ensure their child has access to after school and holiday booster and activity programmes.
<b>F</b>	Improve children's wider involvement in school life so they can apply their knowledge in real life situations.

4. Planned Expenditure						
Academic Year	2019 – 2020		Total amount of PPG received: £96,360		Total amount budgeted on PP spend: £245,148	
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?	Staff lead	When will you review implementation?	Cost
PP children showcase depth and breath of knowledge across the curriculum and in their books.	Consistently monitor the intent, implementation and impact of teaching and learning in English, Mathematics, Science, Topic (History & Geography), Music, Physical Education, PSHE, RE, Design and Technology and Art. Random book scrutiny to compare PP pupils’ performance against Non PP pupils. SLT to conduct ‘deep dives’ half termly and interact more with PP children to ascertain how much they can articulate their learning and apply these skills across the curriculum. Knowledge organisers to be implemented and introduced to parents. Ensure that the <b>cultural capital</b> of the school is well established and can be articulated by all.	New Ofsted framework requires pupils to have a greater understanding about what they are learning and why. There is also special interest in how much as a school we cater to the learning needs of vulnerable learners.	School Improvement Officer (SIO), SLT and learning teams to conduct learning walks and “ <b>deep dives</b> ” at least once per half term. Book	SIO SLT Class Teachers	March 2020	<b>£7300</b> - Colour printing of knowledge organisers and medium term plans for EYFS- KS2 <b>£15500</b> - Curriculum resources to support Topic, Science, RE, PSHE and classroom environment in EYFS – KS2 <b>£25 000</b> – Secondary PE and Music teachers delivering the curriculum.
PP pupils perform above national and local standards in Reading, Writing and Mathematics (RWM).	Teaching and learning focus on PP throughout the year. In particular: <ul style="list-style-type: none"><li>Tracking the percentage of pupils achieving RWM and what percentage are actually PP children.</li><li>Set targets for PP pupils and set high expectations through motivation for them to achieve them.</li></ul>	In 2018-2019, PP children in KS1 and KS2 achieved below national and local standards in RWM. As a result, we must focus on improving this area overtime. Writing was identified as the weakest area.	Headteacher and SLT to set deadline for data drop for assessments : SATS practice papers, NTS assessments/Rising Stars. Monitor and analyse the performance of PP pupils per half term in RWM.	SLT Class Teachers TPs  Cross Trust teachers & SLT members.	March 2020	<b>£10000</b> – School Improvement Officer provides quality training in Reading and <b>Writing</b> throughout the year.  <b>£15000</b> – recruiting qualified teachers to raise standards in RWM in KS1 and KS2.



	<ul style="list-style-type: none"> <li>Identify area(s) of weaknesses: Reading/Writing/Mathematics and apply targeted interventions through gap analysis.</li> <li>High quality teaching in Reading, Writing and Mathematics to raise standards.</li> </ul>		Cross Trust moderation for Reading, Writing and Mathematics with a focus on performance of PP children.			
Teaching partners have good skills to provide additional support for PP children	Training for Teaching Partners to be involved in planning and delivery of teaching in their class. To provide daily interventions to address misconceptions and more focused interventions for targeted support.	PP children lack confidence to ask questions in lessons. If misconceptions are not addressed that day, they will fall behind.	Phase Leaders will include on agendas for weekly phase meetings. Teachers will have to demonstrate impactful intervention timetable for their TP.	SLT Teachers	March 2020	<b>£60,000</b> cost for the additional staffing of Teaching Partner support.
<b>Total budgeted cost</b>					<b>£132,800</b>	
<b>ii) Targeted support</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?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Cost</b>
PP children receive additional support for managing their feeling and emotions.	To prevent behaviour issues, socialization groups are used. Ongoing training is required for staff with regards to SCERTS, Zones of Regulation and general behaviour management. All classes implement the Zones of Regulation and support the children in improving their personal development skills.	PP children are most times more vulnerable and tend to need more support in managing their feelings and emotions. In addition, when pupils are able to manage their feelings and emotions, they will thrive in Modern Britain.	<p>All classes mount Zones of Regulation displays and make it interactive.</p> <p>Deep dives and Safeguarding learning walks with a focus on well - being.</p>	<p>Safeguarding governor and Lead Safeguarding Officer (LSO) complete learning walks per term.</p> <p>Class teachers mount display and teach zones of regulation in lessons which is reinforced daily.</p>	March 2020	<b>£3000</b> - SCERTS and Zones of Regulation resources for classroom and displays.

Easter and Summer activities and school trips subsidies for PP children.	To provide stimulating activities during school time and holidays for PP children. PP children targeted and given special priority for activities and trips.	School is in an area of social deprivation. Some families cannot afford to pay in full for activities and would benefit from the experience.	Coordination of activities, transport if necessary and food by the Trust. Trust ensures the activity is delivered each term.	HT has the responsibility of organising and ensuring PP children participate in the activities and trips.	March 2020	<b>£800</b> cost to subsidise activity programmes and holiday clubs.
PP children have access to the necessary resources such as books and online resources needed for home-school connection.	To ensure that PP children are not at a disadvantage as it relates to resources such as reading books, workbooks for Mathematics, Reading and Grammar. <ul style="list-style-type: none"> <li>All pupils are provided with staged reading books and online reading through Bug Club: Nursery to Year 6.</li> <li>All pupils have access to ICT through Purple Mash to infuse learning across the curriculum.</li> <li>Years 2-6 pupils are provided with CPG books to support their performance in Reading, Grammar and Mathematics.</li> <li>KS1 Abacus books for Mathematics home learning.</li> </ul>	Pupils will not be at a disadvantage due to their socio-economic status. All pupils will be provided with fair access and given the same opportunity and resources to learn at school and home.	Phase leaders raise Purchase orders for resources needed across keystage. Use resources to support interventions and home learning throughout the year.	SLT to raise POs Teachers to ensure resources are used effectively.	March 2020	<b>£5500</b> – Staged reading Books <b>£2145</b> – Bug Club subscription whole school. <b>£6400</b> – CPG books for Year 2 -6. <b>£760</b> – Purple Mash School's subscription per annum
Early entrance to Nursery (Early Interventions)	Admit children the term after their 3 <sup>rd</sup> birthday to ensure early intervention for vulnerable children.	Children enter the school below age related assessments for communication and language.	Training for EY staff, to provide Attention Hillingdon and PALs programmes. Early Years Phase Leader will coordinate the timetabling and monitoring of activities.	Administrative Officer- Admissions communicate with school re applications and admissions. The Early Years Phase Leader will report to SLT.	March 2020	<b>£10,923</b> cost of early entrance provision.
Workshops for all parents.	To provide regular parent workshops for: <ul style="list-style-type: none"> <li>Curriculum</li> <li>Phonics</li> </ul>	Research shows that parental engagement can enhance the progress of children.	Staff to have appropriate resources and time to plan and deliver workshops.	SLT to monitor the evaluations and respond to feedbacks.	March 2019	<b>£2500</b> – Brilliant Parents funding for workshops.

	<ul style="list-style-type: none"> <li>Promoting independence</li> <li>Reading</li> </ul> <p>Partner with <b>Brilliant Parents – Hillingdon</b> to seeking funding to host regular parent workshops that cater to parenting skills for the Trust community at large.</p>	68% of our population are EAL parents and children. This would provide more support so that the home-school connection can be strengthened.	Provide workshops that will cater to most parents needs.	Brilliant parents coordinator communicates with HT to deliver training.		
<b>Total budgeted cost</b>						<b>£ 32, 028</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?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Cost</b>
Improve PP attendance to improve progress	Headteacher to have a regular meeting with Participation Officer to discuss PP attendance and focus on persistent absenteeism and lateness.	Improved attendance leads to improved outcomes. Participation Officer is primarily placed to intervene in Attendance.	Headteacher to have overview and work with school office staff to ensure procedures are in place to identify children early.	Headteacher Welfare Officer Participation Officer	Ongoing	<b>£8120</b> cost of Education Welfare Officer (EWO) buy in hours.
Work closely with other outside agencies to provide more support for PP families who are struggling to manage their children's behaviour at home.	Work closely with PP families to ensure that they have access to the necessary support through CAMHS, Early Help Assessment, Educational Psychologists and other outside agencies in support of their children's behaviour at home which appears to be impacting their progress at school.	Providing outstanding pastoral support through outside agencies for pupils and parents can help families to experience a better quality of life and for pupils to reach their full potential. It's also a great way to show that as a school, we care about and support our families. This can sometimes mean that expert advice, guidance or intervention may be the best option.	Ongoing training for staff for awareness of facilities to support PP families.	HT SLT Phase Leaders Welfare Officer	Ongoing	<b>£4800</b> cost of booster and intervention classes per annum.
Enhanced provision outside of curriculum time	We organise a subsidised Activity Programmes, targeting PP children to attend. The activity programmes run for 2/3 weeks. We also provide free, fun After School Clubs ensuring accessibility for all.	Children can be vulnerable during holiday times. Some lose their academic prowess and would benefit from small group teaching.	The Marketing Officer and EHT devise the programmes and costings. The Trust monitors the participation of families	HTs and AHTs	March 2020	<b>£64,000</b> cost for enhanced provision.

		In addition, the activity programmes provide stimulating activities, socializing children from all 3 primary schools from the Trust.	and quality assures the staff and activities. Trust minibuses and drivers provide free transport between schools.			
Wrap around care from 7:55am to 6pm.	Train Post-16 students to support PP children with homework and reading.	<ul style="list-style-type: none"> <li>Some PP families struggle to pick up children at 4.30pm (after booster clubs). So the school can support PP families by ensuring that all of their children can be picked up at the same time.</li> <li>Many PP children do not have support for homework at home.</li> <li>Attendance at Breakfast Club, particularly, is high so this is an ideal time for additional support.</li> </ul>	Senior leaders provide ongoing training for Post-16 students and daily monitoring.	SLT are responsible for the day to day safe running of the out of hours activities.	March 2020	<b>£3,400</b> cost of wrap around care, including breakfast club and extra curricular activities and payment for Post 16 pupils.
<b>Total budgeted cost</b>					<b>£80,320</b>	

5. Review of previous expenditure			
Previous academic year	2018– 2019	78 eligible children	£118,800
i) Quality of teaching for all			
Desired outcome	Desired 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)
Maintain high standards in Literacy.	To provide a rigorous daily phonics programme to make better than good progress in reading and writing in the EYFS and KS1. Taught in 'stage not age' groups. Workshops for parents, guardians and carers so they can support their child's learning at home.	The children in KS1 achieved well, especially PP children (100%) which is above local and national standards. In 2018/2019, 100% of PP children achieved at least the expected level in Phonics. As it relates to Reading, 100% of PP children achieved At or above in KS1 whilst 82.6% achieved AT or above in KS2.	It was important to revamp the way Phonics was taught in EYFS and KS1. In addition to using the RWI programme, teachers had to include the Phase 2-5 sounds in their daily interventions. Another strategy that worked was to teach the difficult sounds first. Tracking of children's progress throughout the year and keeping parents informed had a great impact on the results. We will continue with these strategies as it has proven to work for the maintenance of high standards..
Increased knowledge and awareness of PP children	Teaching and learning focus on PP throughout the year. In particular: <ul style="list-style-type: none"> <li>• Training for data analysis</li> <li>• Training for TPs</li> <li>• Identify these pupils during data tracking and pupil progress meeting.</li> <li>• All classes received spreadsheet highlighting these pupils for continued progress tracking and targeted interventions,</li> </ul>	Maintained Teaching & Learning folders for all teachers ensured that PP children were highlighted in seating plans, context sheets and data analysis. Access to this data and information was also visible on Progresso. Teachers were able to identify new PP pupils when they arrive at different points during the school year.	There is still an ongoing need for training for new teachers and teaching partners. Teachers and teaching partners will continue to track the progress of these learners and identify whether they have other needs such as SEN etc. Triangulate data using a venn diagram approach to ensure that if PP pupils have other needs, they are identified and addressed.
Teaching partners have good skills to provide additional support for PP children	Training for Teaching Partners to be involved in planning and delivery of teaching in their class. To provide daily interventions to address misconceptions and more focused interventions for targeted support.	Having all Teaching Partners available for the extra hour after school has enabled closer planning for PP children. Parents praise the extra support given to PP children. Those children who do not attend holiday boosters are given extra daytime boosters.	The impact of having a fulltime TP is low staff absence and 'performing' teaching teams in the classrooms. Teachers and teaching partners have ongoing training to support vulnerable children. The best practice is where we see misconceptions from morning lessons addressed in small groups in the afternoon.
i) Targeted support			

Desired outcome	Desired 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)
PP children receive support for PSED	To prevent behaviour issues, socialization groups are used. Ongoing training is required for staff. The zones of regulation was introduced in EYFS-KS2 to make pupils more aware of how to understand and regulate their emotions and show empathy for others.	All pupils from Nursery – Year 6 were able to articulate the zones of regulations and apply it in their daily lives. PSHE lessons were planned and executed to support the pupils' understanding of the Zones of Regulation. More pupils were able to understand how their emotions and that of others had an impact on their environment. All classes received SCERTS resources to support pupils well being and social development.	We will continue to teach and reinforce the Zones of Regulations daily. Pupils have requested that the zones of regulation be painted on the playground so that they can infuse the strategies effectively through play.
Improve literacy and numeracy skills.	All teachers provide weekly Booster classes, focused on particular needs of the children. Holiday Booster Classes are arranged for Easter, Summer and half terms. Impact is measured through termly summative tests.	This provision has been offered to 100% of PP, giving them access to bespoke holiday Booster Class. Disadvantaged children achieved above local and national in July 2019, Phonics, KS1 and KS2 tests.	This has a positive impact for those who attend. Attendance of PP families need further work as we have noticed that holiday boosters attendance is most times low.. Evaluations of interventions will continue as it shows the impact of the interventions and bosters conducted weekly across phase. For 2019-2020, PP families will continue to be supported from EYFS – KS2.
Early entrance to Nursery (Early Interventions)	Admit children the term after their 3 <sup>rd</sup> birthday to ensure early intervention for vulnerable children.	We continue to offer places to children as they turn 3 yrs, which has supported families in need. The July 2019 results show that all Pupil Premium children achieved the expected EYFS standard in all areas.	We find the 30 hours shared provision with the Day Nursery is proving beneficial to families, including CP and vulnerable families. Children receive a provision that is regular judged as consistently good. We will continue to look at how we can close the gaps in Nursery by focusing on effective questioning, foundation skills in reading and mathematics as well as PSED and Communication skills.
Workshops for parents	To provide regular parent workshops for: <ul style="list-style-type: none"> <li>Phonics</li> <li>Promoting independence</li> <li>Reading</li> </ul>	The registers and evaluations indicate that parents welcome the information from staff. Individual teachers could see benefits with individual children, for example, with increased use of the Reading Diary.	We reflected on whether we should provide more workshops. Right throughout the year, we have offered weekly workshops for specific year groups, for specific areas of learning. Instead of senior staff delivering the workshops, we feel teachers would benefit more from having this ongoing contact with their parents.
<b>iii) Other approaches</b>			

Desired outcome	Desired 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)
Improve PP attendance to improve progress	Headteacher to have a regular meeting with Participation Officer to discuss PP attendance and focus on persistent absenteeism and lateness.	Attendance was highlighted weekly with children and the entrance hall display was updated regularly (parents pass it every day). Details of class attendance % were on the School News each week and were also displayed in the front entrance for families to see.	Through an increased involvement of the Participation Officer, the PA families are being tackled quicker. PP attendance has risen from 93% to 95.5% and the number of PA has fallen by 85% from 27 to 4.
Improve attendance to Booster and Intervention classes	To book PP siblings into the After School Care Club if others are attending Booster Classes. For teachers to build up an effective relationship with PP families, to encourage their attendance at additional learning opportunities.	Families are grateful and make more of an effort to ensure their child attends the Booster sessions. 90% of children invited, attended their Booster Classes regularly.	Teachers have to entice and encourage PP families to join fun clubs after school. Sometimes an initial meeting is required, on an individual basis, to make sure parents understand the importance of the activity.
Enhanced provision outside of curriculum time	We organise a subsidised Activity Programmes, targeting PP children to attend. The activity programmes run for 2/3 weeks. We also provide free, fun After School Clubs ensuring accessibility for all .	Through targeting families, to ensure they are (1) fully aware, and (2) able to complete the registration form, we involved over	Although we target support for application for these programmes, families can still fail to attend. We have tried to call them the day before for reminders but some do not make the necessary effort, even though the child may be very keen. We need to continue with encouragement.
Wrap around care from 7:55am to 5:45pm	Train Post-16 students to support PP children with homework and reading.	Over 20% of PP children have regular access to the Breakfast Club and After School Care Club.	We may need to advertise these facilities with PP families again, especially Breakfast Club as this is a free event unless they eat. Even then, food is subsidised.