



Pupil premium strategy statement:

1. Summary information					
School	Sandown Primary School				
Academic Year	2019/20	Total PP budget	£279,000	Date of most recent PP Review	July 2019
Total number of pupils	538	Number of pupils eligible for PP	221 pupils 40% of the school	Date for next internal review of this strategy	December 2019

Attainment for 2019 KS2	<i>Pupils eligible for PP at Sandown School – brackets indicate prior year attainment)</i>	<i>All non PP pupils @ Sandown</i>	<i>All pupils Nationally</i>	<i>GD All other pupils</i>	<i>GD PP @ Sandown</i>
% achieving National Standard in reading, writing and maths (combined)	82% (76%)	86%	65%	14%	3%
% achieving National Standard in reading	82% (81%)	90%	73%	38%	12%
% achieving National Standard in writing	91% (86%)	97%	78%	31%	18%
% achieving National Standard in maths	91% (81%)	86%	79%	38%	24%
% achieving National Standard in SPaG	81%		74.3%		

2. Barriers to future attainment (for pupils eligible for PP including high ability)

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

A.	Maintaining Quality Wave 1 Teaching
B.	High ability pupils who are eligible for PP need to make comparative progress to other high ability pupils.
C.	Disadvantaged Pupils entering Nursery and Foundation Village have poor language skills and low level speech and language
D.	Attendance rates for pupils eligible for PP are 94.7% (below the target for all children of 97%). This reduces their school hours and causes them to fall behind on average.
E.	Persistent Absence for pupil eligible for PP – we recognise that there are key families with persistent absence below 95% is a barrier to their children learning and achieving
F.	Reduced aspirations – parents who over parent their children and encourage a culture of over-reliance on outside agencies for support. This fosters an ongoing cycle within some elements of our community linked to worklessness and lack of resilience.
G.	Parental mental health and wellbeing / worklessness– anxiety and depression are key barriers for several parents in engaging with the school and leaving their homes daily.

3. Desired Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All teaching to be judged as at least Good.	All teaching will be judged as Good or Outstanding across the school Teachers will be supported through a TRG (Teacher Research Group) approach Teachers will improve through a reflective, research based approach Rigorous monitoring carried out alongside teachers to ensure a triangulated approach. HLTAs will be deployed to cover classes, enabling staff to meet for TRG programmes.
B.	Higher rates of progress / attainment across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across
C.	Improve oral language skills for pupils eligible for PP in Reception class / EYFS – Foundation Village	SEN pupils and those with medical needs will make good progress from their starting points
D.	Increased and sustained higher attendance rates for pupils eligible for PP.	Overall PP attendance improves from 96.5% to 97% in line with whole school attendance. Sandown continues to embed 'a strong focus on attendance and punctuality so that disruption is minimised.' OFSTED 2019

E.	Persistent Absence for all pupils to reduce from 6.79% to 5% (School PA July 2019)	Reduce the number of persistent absentees among pupils eligible for PP to 5% or below. Reduce the number of pupils from 15/221 eligible for PP to 10/221.
F.	<p>PP children are healthy, happy, confident children who are ready and open to learning. They are resilient and able to regulate their emotions. PP children recognise the need to be independent and that this will secure a better future for them.</p> <p>Families who are eligible for Pupil Premium and free school meals funding recognise that they are role models for their children in terms of being citizens who make a positive contribution to our community.</p> <p>Parents actively engage in finding work and work with school to signpost them to agencies that can support them.</p> <p>Parents actively seek courses that further their own education and support their parenting to be more positive.</p>	<p>Pupils at Sandown will continue to demonstrate that they ‘ consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the wellbeing of other pupils. ‘</p> <p>‘ Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education. that ’ motivation and positive attitudes to learning are important predictors of attainment’ OFSTED 2019</p> <p>.Reduced number of behaviour incidents involving PP children. They discuss strategies they use when facing conflict. Growth Mindset and conflict resolution interventions delivered by ABO through a workshop based intervention. Children talk about their future with enthusiasm Children talk about academic targets with understanding and are eager to improve. PP pupils in every year group attain their ‘ Independence Project reward.’ Transitions are carefully planned and managed to ensure success.</p> <p>Every pupil to attain their Year Group Independence Trophy: Nursery – I am ready for school badge Reception –Regular Reading Champions Year 1 – Fred Frog phonics frog keyring Year 2 – Handwriting Heroes badge Year 3 – Telling the Time - watch Year 4 – Times Table Badge Year 5 – Bronze, Silver, Gold, Superstar Stars Motivational Home Learning Year 6 Silver Sweatshirts 100% of Y6 PP children attend Residential trip</p> <p>Increased uptake and participation in our wide range of GRH parenting courses including maths, English, cookery, budgeting, yoga.</p> <p>Increased uptake and participation in Parenting Courses including Open for Parents / Triple P / Egg Tooth</p>

<p>G.</p>	<p>All members of our school community are in tune and supported with their own Mental Health.</p> <p>Parents and pupils know who they can approach in the school for support with any aspect of their Mental Wellbeing.</p> <p>Sandown Primary School has a designated Mental Health Champion who leads on staff training and CPD to ensure all staff recognise Mental Health needs in themselves, pupils, staff and families.</p> <p>Mental Health First Aid is a priority for all staff to be able to accurately recognise when any member of our community, but particularly our pupils, who may be struggling and to access the appropriate support for that person or be able to signpost the family to an outside agency if appropriate</p>	<p>Staff Appraisal focus on personal mental wellbeing target</p> <p>Increase in number of working parents</p> <p>Parent Champions working in school as volunteers as a step back into the workplace – Reading Champions, Maths Champions, and Gardening Champions.</p> <p>Training attended by Mental Health Lead and the MH Welfare team to be proficient in recognising mental health issues (MH First Aid)</p> <p>Parents, pupils and staff feel listened to regarding their mental health and have confidence that staff in school are equipped to support or signpost them</p>
------------------	--	---

4. Planned expenditure

Academic year

2019/20

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	Implementation reviewed
<p>A. Wave 1 teaching to be secure with all teaching to be judged as at least good.</p> <p>B. Improved progress for high attaining pupils</p>	<p>Staff training on high quality feedback.</p> <p>TRG Approach across the school in Maths, Phonics, Reading and Monitoring will have a key focus on incisive feedback</p> <p>All staff to work alongside Subject Leaders and SLT for rigorous monitoring – subject leadership, book scrutiny, foundation and core subject assessments through progress and evidence in books.</p>	<p>Investing some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to ensure that our UKS2 teachers are competent in providing stretch and encouragement for these pupils.</p> <p>EEF - High-impact, low-cost strategies include the following strands (with links to the Teaching and Learning Toolkit evidence):</p>	<p>An ethos of attainment for all pupils – high aspirations and expectations for all. An unerring focus on high-quality teaching</p> <p>Training and polishing using evidence of effectiveness. Weekly monitoring focus on work scrutiny / incisive feedback Peer observation of classes integral to monitoring to embed learning. Lessons from training embedded in school feedback policy.</p> <p>Evidence of feedback policy being followed by all staff across the curriculum - monitored through rigorous work scrutiny carried out by Headteacher and Deputy Head via weekly monitoring meetings with staff.</p>	<p>Head CL</p> <p>PP Lead KT</p>	<p>July 2019 – 100% of teaching judged to be at least Good.</p> <p>TRG minutes provide evidence of polishing and improving verbalisation and feedback.</p> <p>Weekly work scrutiny / drop ins provides evidence of feedback used effectively and policy followed consistently.</p>

<p>C. Improved oral language skills in Reception</p>	<p>Staff training on developing oracy for all pupils in EYFS and Reception from EYFS/Reception Lead and in-house Speech and Language therapists.</p> <p>Participation in Opportunity Area Funded Project - Early Literacy Town Wide Project : Training for 1 Speech Therapist (YM) Close working with our in-house Speech and Language Assistants and Foundation Village Team</p>	<p>There is a sharp focus on ensuring children acquire a wider vocabulary and communicate effectively.</p> <p>Creative Thinking Project – EYFS</p> <p>Foundation Village TRG – communication and language acquisition</p>	<p>Course selected using evidence of effectiveness. Early Years Hub training Early Years Alliance and Hub Moderation. Peer observation of attendees’ classes as part of the wider TRG approach to embed strong practice and opportunity for polishing amongst staff.</p>	<p>SENCo GH</p>	<p>I speech and language TA completed and passed training</p> <p>Appointment of NHS SaLT practitioner 1 day fortnightly.</p> <p>Hastings Opportunity Area narrative Therapies project undertaken and completed</p>
		<p>Nurture Provision in EYFS to support successful transition into school.</p>	<p>Boxall assessments undertaken to give clear entry and exit data Smaller class sessions for identified pupils for a timed and timely intervention.</p>	<p>SENCo GH</p>	<p>Termly Boxall data reviewed 3 x annually</p>
Total budgeted cost					<p>£186,494</p>

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?
<p>A. Wave 1 teaching to be secure with more than 85% of all teaching to be judged as good with Outstanding elements.</p> <p>B. Improved progress for high attaining pupils</p>	<p>A Mastery Approach in all lessons to include challenge e.g. Don Nao Jin in maths</p> <p>Greater Depth Opportunities planned effectively in all lessons to ensure high attaining pupils move swiftly onto the challenge element of the lesson.</p> <p>A school wide understanding of and focus on elements of fluency in each subject.</p> <p>Overlearning / Boosters</p> <p>KS1 Overlearning TA</p>	<p>Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective.. A Mastery Approach incorporates a ' Keep up not catch up' pedagogy ensuring all learners can access the learning and do not move on until they have mastered each element of learning.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Extra teaching time and preparation time paid for out of PP budget, (HLTA boosters)</p> <p>Impact overseen by maths subject leader (KP)</p> <p>Teaching assistant (TA) CPD.</p> <p>Engage with parents and pupils via Sandown individual Parent Consultation process with a focus on targets for school, parent and pupil.</p>	CL	<p>HLTA Boosters run weekly across Term 1-5 (Year 6 pupils)</p> <p>Term 6 – Year 5 pupils in preparation for transition to Year 6.</p>
<p>C. Improved oral language skills in reception</p>	<p>Speech Therapist employed 2 days a week</p> <p>2 In-house full-time speech therapists employed</p> <p>Foundation Village staff competent and trained in improving oracy.</p> <p>Specialist dyslexia support delivered by skilled TA</p>	<p>School Development Plan</p> <ul style="list-style-type: none"> There is a sharp focus on ensuring children acquire a wider vocabulary and communicate effectively. 	<p>Monitoring termly by SENCo</p> <p>Termly data reports supplied by SaLT staff</p> <p>Prime Areas assessed and moderated across EYFS</p>	<p>Pupil Premium Lead KT</p> <p>PPG Governor FN</p>	<p>December 2019</p> <p>March 2020</p>

Total budgeted cost £162,765

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>D. Increased attendance rates</p> <p>E. Persistent Absence for all pupils to reduce from 16% (2018) to 8% (2019)</p>	<p>Full time Attendance Officer employed to monitor pupils and follow up rigorously on absence. First day response provision. SWAT – Sandown Welfare and Attendance Team to visit homes of persistent absentees and work daily with families through face to face approach to ensure open dialogue surrounding ways to improve.</p> <p>Work with Mental Health Team to ensure issues involving parental mental health that may be affecting pupil attendance and persistent absence are addressed and supported.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Our pupils need to form good habits early in order to understand the importance of attending and being punctual throughout their lives.</p> <p>Evidence shows more families are choosing to take holidays in school time which has a negative impact on our attendance figures.</p>	<p>Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.</p> <p>Termly Behaviour and Attendance Meeting – SLT /ABO</p> <p>Termly reporting to governors by Attendance Officer(KH)</p>	<p>Pupil Premium Lead KT PPG Safeguarding Governor FN</p> <p>Behaviour and Wellbeing Governor with a focus on Attendance NW</p>	<p>Jan 2020 March 2020 June 2020</p>
<p>F. PP children are independent, happy and resilient both in learning and as citizens with aspiration for their own futures.</p>	<p>Full Time PSA employed to tackle parental worklessness, whole family support – signposting to outside agencies e.g.. Homeworks Housing, DV, Triple P Parenting</p> <p>PSA role to include Mental Health support and training.</p>	<p>We know that to improve outcomes for our pupils, we need to work with the whole family within the wider community. This community deserves a 'Good' school</p> <p>Mental illness is increasingly becoming a barrier to some of pupils learning and attendance. Parents who are struggling with acute anxiety or depression find it difficult to engage with some elements of school at times.</p>	<p>Weekly meetings with PSA and Attendance / Welfare team</p> <p>Termly monitoring reports to governors for attendance by parents at parenting courses offered through GRH training, outside agencies e.g. school nursing and Triple P.</p> <p>Open for Parents work in conjunction with PSA to ensure widespread outreach to families for support with behaviour / finances / routines etc.</p>	<p>PPG Lead KT</p> <p>Head CL</p>	<p>Termly reports to Governors JF</p>

Parental mental health and wellbeing – anxiety and depression are key barriers for several parents in engaging with the school and leaving their homes daily.	Attend relevant courses to ensure qualified to recognise anxiety and mental illness in parents, pupils and staff. Participation in the Opportunity Ara Funded Project: Supporting Children and Young People in their mental health.	Parent’s feedback is positive in terms of previous family support received at times of crisis.	Mental health First Aid Provide in-house support to children displaying mental health issues or difficulties Weekly welfare meeting to address concerns.		
Worklessness is a barrier for our families and aspiration needs to improve.	Employ an Extended Schools Leader	To ensure pupils attend school daily and on time and to support our community by offering parents wrap around quality provision. We aim to support our parents out of worklessness and to have aspiration for their own children to work and make a positive contribution. Every pupil will attend an extra curricular club. Additional funding set aside for short term attendance at breakfast club / Sunset Club to support attendance, health and wellbeing of key children throughout the year. Additional funding for uniform for PP pupils in times of financial hardship or homelessness.	Weekly meeting with Deputy head and 3 x annual reports for governors to show attendance of PP eligible pupils.		
Outdoor Learning	Sandown Outdoors to work with every year group on Outdoor learning linked to Foundation Curriculum	Due to high levels of disadvantage in our school community, many of our pupils do not have access to gardens or outdoor life. Our capacious school grounds enable the Outdoor learning through a Forest School based approach. Children are encouraged to take risks, manage their feelings and behaviours, learn new skills such as cooking, gardening and wood craft and to build a lifelong love of nature.	3 x annual report from Sandown Outdoors team to update on curriculum and progress. Weekly subjectleader monitoring with head and deputy to ensure clear links with curriculum subjects and outdoor learning.		
Total budgeted cost					£108,942

Previous Academic Year

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)
<p>. Wave 1 teaching to be secure with more than 85% of all teaching to be judged as good with Outstanding elements.</p>	<p>TRG approach – teacher research groups.</p> <p>Montoring with Headteacher / Deputy Head – work scrutiny / lesson drop-ins</p> <p>PPMs – pupil progress meetings to analyse data and explore trends and issues.</p>	<p>All teaching judged as at least good 100% good or better 65% good with outstanding elements 15% teaching judged as Outstanding</p> <p>All TRGs took place across the year. Internal maths TRG ..\..\TRGs\Internal Maths TRG\Feedback to staff meeting.pptx External maths TRG (NCETM) Y1 Outstanding teaching TRG ..\..\TRGs\Y1 TRG\Year 1 trg presentation.pptx Y2,3,4 reading TRG ..\..\TRGs\Y2 Y3 Y4 Reading TRG\staff meeting presentation.pptx Y5,6,7 – Transition Vocabulary TRG ..\..\TRGs\Y5 Y6 Y7 Vocab TRG\Vocabulary TRG PPT.pptx Mental Health TRG ..\..\TRGs\2018-19\Personal Development\EMHWP TRG 3.docx</p> <p>Increased attainment for pupils eligible for PP across all subjects.</p>	<p>TRG approach developed into a positive experience across all groups. Polishing minutes show evidence of effective use of lesson time, pupils gaining resilience to trial and improvement and staff feeling supported to adopt and trial different approaches in a supportive, safe environment.</p> <p>Next Steps – TRG approach to continue to be used across 2019/20 with a focus on Curriculum Intent, Implemenatation and Impact. Middle Leader Team to head TRGs alongside Deputy Head</p> <p>Ongoing Maths TRG to continue – led by KP Maths Subject Leader</p> <p>Nursery TRG – focus on communication and curriculum – led by GW /AR / KT</p> <p>Wider curriculum data and assessment shows gaps in certain foundation subjects that need to be addressed in terms of moderation and accurate assessment.</p>

<p>B. Improved progress for high attaining pupils</p>		<p>Greater Depth PP Reading – 12% Greater Depth PP Writing – 18% Greater Depth PP Maths – 24% Greater Depth PP combined – 3%</p> <p>Progress data for PP pupils +0.6 – reading 1.2 – maths +3 - writing Reading</p>	<p>Continue TRG to improve and enhance quality Wave 1 teaching for all pupils. Develop wider curriculum foundation subjects to ensure parity in terms of quality of teaching and outcomes across the curriculum. Focus on quality of writing across foundation subjects is in line with all writing in English.</p>
<p>C. Improved oral language skills in reception</p>	<p>1 x speech and language TA completed and passed training</p> <p>Appointment of NHS SaLT practitioner 1 day fortnightly.</p> <p>Hastings Opportunity Area narrative Therapies project undertaken and completed</p> <p>Sandown Foundation Stage leader attended and led Early Years Alliance and Hub Moderation. Peer observation of attendees' classes as part of the wider TRG approach to embed strong practice and opportunity for polishing amongst staff.</p>	<p>46 pupils worked with the school speech therapists during the year. Progress made across all year groups</p>	<p>Continuation of in-house speech therapy assistants plus 1 x fortnightly private Speech Therapist to ensure early intervention. Early speech and language acquisition is vital to ensure ongoing lifelong learning across the curriculum.</p>

<p>D. Increased and sustained higher attendance rates for pupils eligible for PP</p> <p>. Persistent Absence for pupil eligible for PP – we recognise that there are key families with persistent absence below 95% is a barrier to their children learning and achieving</p>	<p>Employment of Attendance and Behaviour Officer First Day Calling Attendance targets set on SDP Building positive relationships via MyTime parent group</p> <p>Develop a detailed record of exact pupil numbers / key families who have Persistent Absence below 95%</p> <p>Addressing holidays taken in term time</p> <p>Addressing hygiene and health in conjunction with School Health and local healthcare providers. NHS England</p>	<p>Attendance PP pupils 2019 – 96.6% 94.9% (2018)</p> <p>Persistent Absence PP pupils – 6.7% All – 3.8% NA – PA</p>	<p>Continuing relentless work on addressing attendance and persistent absence.</p> <p>Having developed a culture whereby all stakeholders, recognise the value in education and the legal requirement on oarents that all children attend school ,we will continue to drive high levels of attendance.</p> <p>Lessons learned include how we communicate the need for every pupil to be in school and to carefully consider the approaches we use.</p> <p>Exceptional medical circumstances will be triaged with SLT to ensure consideration of each case.</p>
---	---	--	--

<p>Low aspiration /– parents who over parent their children and encourage a culture of over-reliance on outside agencies for support. This fosters an ongoing cycle within some elements of our community linked to worklessness and lack of resilience</p>	<p>Independence Projects across the school to foster independence</p>	<p>Nursery – I am ready for school badge – 100% Reception –Regular Reading Champions Sunhat Year 1 – Fred Frog phonics frog keyring – 85% Year 2 – Handwriting Heroes badge – 72% Year 3 – Telling the Time – watch 79% Year 4 – Times Table Badge – 78% Year 5 – Bronze,94% Silver 70%, Gold,30% Stars Motivational Home Learning Year 6 Silver Sweatshirts 100% 100% of Y6 PP children attend Residential trip 100% Year 5 residential trip to Mallydams</p>	<p>The Independence Projects will continue this year. Support given to SEND pupils to ensure maximum access to these projects.</p>
<p>Parental mental health and wellbeing / worklessness– anxiety and depression are key barriers for several parents in engaging with the school and leaving their homes daily.</p>	<p>Parent champions – ponies, Parental support group – My Time Sandown Outdoors Enrichment – clubs give opportunity for parents to engage with the school.</p>	<p>26 – pony champions 10 -Sandown Outdoors Champions Parents supported via Level 2 keyword in school – welfare TA / ABO Triple P / Open for Parents HOA Mental Health support TRG</p>	<p>Whole school outdoor learning to improve wellbeing and mental health Every child to access Sandown Outdoors Parental Engagement activity per term</p>

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)
<p>Speech Therapy Pupils can speak clearly and confidently using full sentences.</p> <p>Pupils improved speech has a direct positive impact in their written work across the curriculum.</p>	<p>Employment of 2 x speech and language trained TAs</p>	<p>xxxxx</p>	
<p>Nurture Class</p>	<p>Deployment of 2 trained Nurture Specialist TAs to facilitate a Nurture Class for EYFS pupils.</p>	<p>Staff have been deployed within the classroom to work with SEN/DP/other Vulnerable pupils in Reception, Year 1.</p> <p>Individual and small group support and intervention has been run within the classroom.</p> <p>8 pupils were supported in class this year. (Staff absence due to illness)</p>	<p>Sandown Seagulls Nurture Provision will continue next year. Early Intervention for pupils with SMEH needs, SEN and complex behavioural needs is key to their future ability to make progress and attain.</p>

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)
------------------------	-------------------------------	---	--

<p>Residential Trips and School Visits</p>	<p>Subsidise school trips and wider opportunities e.g. Living History Days</p>	<p>We believe in the educational value in trips and outings to bring the curriculum alive. All of our pupils experience these wider opportunities across the year and in every year group.</p> <p>‘ I was so scared about staying away from home. I loved it and wish I could go back.’</p> <p>‘ It was a bit scary going away for the first time but I did lots of fun things I have never done with my family before.’</p>	<p>Next year we will subsidise school trips again to ensure the widest participation of all pupils possible.</p>
<p>Extended Schools Ensure our wrap around care is of a high quality and accessible to all.</p> <p>Breakfast Club</p>	<p>Employment of Extended Schools leader to oversee Sunset Club and after school clubs provision</p> <p>Fund pupils eligible for PP to attend Breakfast Club to ensure they have</p>	<p>We employ a member of staff to ensure our wrap around care offers quality provision for our most vulnerable pupils. This also has an impact on attendance and building relationships with families.</p> <p>Only 15 pupils out of 129 who are eligible for PP (12%) in KS2 did not attend a club this year. These pupils have been directly targeted to sign up for a club next year.</p> <p>12 families supported this year (17 pupils)</p>	<p>We will continue to employ the Extended Schools Leader and ensure High Quality provision during all wrap around care facilities.</p> <p>Extended Schools Leader will work in close connection with our PE Specialist teacher to ensure every pupil in the school, with a focus on those eligible for Pupil Premium, attend a club every year.</p> <p>Additional lunchtime clubs to be offered to ensure pupils who cannot get home after an after school club still have opportunity to attend and participate.</p>

<p>PSA / Welfare TA Increased attendance (97%) Decreased persistent absence (10%) Improved parenting and parental engagement in GRH training or Triple P</p>	<p>Employment of Triple A co-ordinator to: address attendance issues and keep daily attendance records for pupils with persistent absence engage parents in Triple P parenting courses Liase closely with class teachers to ensure pupils with SMEH needs are supported to enable them to achieve in all areas.</p>	<p>Having identified the potential barriers to attainment for our pupils as being linked to attendance, persistent absence of key pupils and limited aspiration amongst our local community, we dedicated a team to drive these areas forward. Daily attendance is monitored and followed up using our rigorous systems. Parents are encouraged to become involved and engaged in all aspects of their child’s life in school and we strive to improve outcomes for our families as well as the attainment of our pupils.</p>	<p>Having appointed an Attendance Officer to deal explicitly with attendance and persistent absence as this continues to be our biggest barrier for several families, we have adjusted the welfare role to PSA. With a focus on Safeguarding Support and Mental Health First Aid - supporting parents and pupils with mental health issues, signposting to outside agencies for support with anxiety and domestic issues, liasing with school nursing team when necessary. Newly trained MH First Aiders ensures we have a core group of staff trained to recognise early warning signs of mental health issues.</p>