Pupil premium strategy / self-evaluation (primary)

1. Summary information					
School	St John's, Camborne				
Academic Year	2019/20	**Total PP budget**	£48,840	**Date of most recent PP Review**	Jul 19
Total number of pupils	163	**Number of pupils eligible for PP**	31 (19%)	**Date for next internal review of this strategy**	Jan 20

2. Current attainment		
	Pupils eligible for PP (your school)	*Pupils not eligible for PP (national average)*
% achieving expected standard or above in reading, writing & maths	**75%** (SATs)	*45% (LA)*
% making expected progress in reading (as measured in the school)	**100%** (av. progress score:10.5)	unknown
% making expected progress in writing (as measured in the school)	**75%** (av. progress score:3.2)	unknown
% making expected progress in mathematics (as measured in the school)	**100%** (av. progress score:4.6)	unknown

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Spoken language skills, including pupils with English as a second language
B.	Understanding of language and working memory
C.	Successful behaviour for learning skills – independence, self-esteem and perseverance
Additional barriers *(including issues which also require action outside school, such as low attendance rates)*	
D.	Parental engagement and future life expectations/ambitions
E.	Poor housing and low income
F.	Persistent absence rates
G.	Social and emotional issues including mental health

4. Intended outcomes *(specific outcomes and how they will be measured)*		Success criteria
A.	A greater proportion of disadvantaged pupils reach ARE by the end of EYFS, KS1 and KS2. Targets: 50% achieving a GLD at EYFS (no pupils currently identified in this group), 67% in all subjects by the end of KS1 (3 pupils currently identified in this group) 71% in all subjects by the end of KS2 (7 pupils currently identified in this group). Attainment measured through internal termly teacher assessment, data tracking and termly PIRA (reading)/PUMA (maths) tests	The gap between the percentage of disadvantaged and non-disadvantaged pupils achieving ARE is narrowing in each year group in all subjects, especially in writing.
B.	Disadvantaged pupils make accelerated progress in each core subject each term facilitating them to reach ARE at a faster rate. Targets: all disadvantaged pupils to be working within their correct year group curriculum by Jan 2020. Progress measured through termly pupil progress meetings and internal termly teacher assessment and data tracking.	Pupils are making rapid progress each term, enabling them to be working securely within their expected age banding before the end of the Key Stage.
C.	Disadvantaged pupils identified as persistent absentees attend school more regularly. Target: PA rate to decrease from 15% to 10%. Measured through informal half termly teacher intervention, termly monitoring by school attendance officer and EWO.	Pupils attend school more regularly and therefore increase their learning progress. The school's PA rate continues to decrease to be in line with the national average.
D.	Parents are engaged with their children's learning and develop aspirational expectations for their children. They understand and support their child with reading, homework and attending school. They accept invitations to school events and support participation with community cohesion events. They understand ARE for their child, know their current attainment and progress and the next learning steps. Target: all parents of disadvantaged pupils attend the termly parent/ teacher consultations. Measured through record keeping of school meeting attendance.	Pupils complete homework tasks, read at home and are generally supported in their learning within the school environment and in the local community. They make faster progress and their attainment increases in line with their peers. Parents access support within school to access all school communication, and local learning and training opportunities to develop personal academic skills.
E.G.	Parents access school provision, and external support agencies at an early stage, to support family welfare. Target: all parents of disadvantaged children who are in need of additional support are identified and provision facilitated. Measured through record keeping of what provisions are in place for families.	Pupils come to school comfortable and therefore equipped for the learning days. Pupils have access to provision to facilitate engagement in

		the school day. They make faster progress and their attainment increases in line with their peers. Parents access support within school to support their family welfare and parenting skills.
F.G.	Pupils from disadvantaged backgrounds have the required learning characteristics to achieve their potential: perseverance, resilience, self-confidence, problem solving skills and the desire to challenge themselves and feel proud. Target: all pupils who wish to attend camps or other day trips can do so, without financial constraints. Measured through record keeping of attendance on camps and trips.	Pupils transfer life and learning skills from the extra-curricular activities into classroom learning. They are confident to attempt challenging learning and activities, and have the skills to problem solve and persevere until a task is complete.

5. Review of Expenditure				
Previous Academic Year		**2018/19**		
Intended Outcomes	**Success Criteria**	**Impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	**Lessons Learned** (and will you continue with these approaches?)	**Cost**
A greater proportion of disadvantaged pupils reach ARE by the end of each key stage. Targets: 50% achieving a GLD at EYFS (only 2 pupils in this group), 67% in all subjects by the end of KS1 and 60% in all subjects by the end of KS2. Measured through internal termly teacher assessment, data tracking and termly PIRA/PUMA tests in reading and maths.	The gap between the percentage of disadvantaged and non-disadvantaged pupils achieving ARE is narrowing in each year group and not just at the end of each key stage.	Adult group support, highly differentiated curriculum planning, intervention sessions, feedback systems and the purchasing of teaching resources has impacted on disadvantaged pupil outcomes: • EYFS: Target achieved, including pupils who arrived late into the Reception class. • KS1 % reaching ARE 		Reading	Writing	Maths
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Yr 1	67%	67%	67%
Yr 2	Target not achieved		| • KS2 % reaching ARE |	Reading	Writing	Maths
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Yr 3	80%	50%	50%
Yr 4	25%	25%	25%
Yr 5	14%	14%	14%
Yr 6	Target exceeded in every subject			 6 disadvantaged pupils joined the school throughout the year. The gap in attainment remains in writing across the school. By the end of KS2, published data showed that attainment of disadvantaged pupils was above the national average in all subjects, with 25% achieving Greater depth.	Continue with these teaching and learning strategies.	

Disadvantaged pupils make accelerated progress in each of the core subjects each term, thus enabling them to reach ARE at a faster rate. Targets: 8 steps of progress by the end of the year. Measured through termly pupil progress meetings and internal termly teacher assessment and data tracking.	Pupils are making rapid progress each term, enabling them to be working securely within their expected age banding.	• The Accelerated Reader program and the school's priority reading system has enabled disadvantaged pupils to make rapid progress in reading.	Continue with Accelerated Reader and the teaching and learning strategies.	

Yr Grp	Assessment Period	% who made rapid progress	Greatest progress made by a pupil
2	4 months	100%	+ 8 months
3	9 months	100%	+ 2 yrs, 1 month
4	9 months	0% *EHCP pupils	+ 2 months
5	9 months	40%	+ 1 year
6	9 months	75%	+ 1 yr, 5 months

• Adult group support, highly differentiated curriculum planning, intervention sessions, feedback systems and the purchasing of teaching resources has increased the number of disadvantaged pupils making better than expected progress by the end of KS1 and KS2.

KS1 Rapid Progress

	Reading	Writing	Maths
2017/18	57%	29%	71%
2018/19	83%	67%	67%

KS2 Rapid Progress

	Reading	Writing	Maths
2017/18	57%	71%	86%
2018/19	100%	100%	100%

By the end of KS2, published data showed that disadvantaged pupils made double the progress in reading compared to their peers.

Disadvantaged pupils judged as persistent absentees attend school more regularly. Target: PA rate to decrease from 15% to 10%. Measured through monthly monitoring by school attendance officer and our EWO.	Pupils attend school more regularly and therefore make increased progress in learning. The school's persistent absentee rate falls back in line with the national average.	Impact of the EWO service and regular monitoring of attendance by school staff: • Attendance rate for disadvantaged pupils rose from 93.5% in 2017/18 to 94.5% in 2018/19. Whole school PA has dropped to 9.8% (target achieved), but PA for disadvantaged remains higher at 15%.	Continue with the EWO service, but ensure more regular and targeted support for PP pupils.
Parents are engaged with their children's learning. They understand and support their child with reading and attending school. They understand the current attainment/progress of their child and what the next steps are. They access support agencies at an early stage, to support family welfare. Target: all parents of disadvantaged pupils attend the parent/teacher consultations and are identified for accessing additional support. Measured through record keeping of who attends school meetings and what provisions are in place for families.	Pupils complete homework tasks, read at home and are generally supported with their learning. They make faster progress and their attainment increases, to be more in line with their peers. Parents access local learning/training opportunities to develop their personal academic skills.	• Teachers did ensure that parents of disadvantaged pupils attended parents' evenings. • Specific parents were a focus for staff to greet at the beginning/end of the day to discuss learning and to talk through homework tasks. Specific parents were supported with signposting to local agencies and with attending meetings/appointments.	Continue with efforts to build relationships with these parents. Need to develop better communication strategies for parents with poor literacy skills.

Pupils from disadvantaged backgrounds have the required learning characteristics to achieve their potential; perseverance, resilience, self-confidence, problem solving skills and the desire to challenge themselves and feel proud. Target: all pupils who wish to attend camps or any other day trips can do so, without financial constraints.	Pupils transfer the life skills/learning skills from the extra-curricular activities into the classroom learning. They are confident to attempt challenging learning and have the skills to problem solve and persevere until a task is complete.	Individual pastoral support for selected pupils ensured they were able to communicate their needs and worries and have strategies to maximise their learning time in school. 11 disadvantaged pupils had regular or weekly sessions with the pastoral support lead. Their average progress was as follows (expectation of 5 steps): |	Reading	Writing	Maths
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Rec	4	2	4
Yr 1	5	5	4
Yr 2	6	5	5
Yr 3	3	5	5
Yr 4	No pupils		
Yr 5	5	5	6
Yr 6	9	8	7 | All pupils who wanted to attend residential trips were able to - target achieved. Staff observed a notable increase in confidence and perseverance from pupils who attended the camps. Social skills increased and pupils were proud of their achievements, wanting to share experiences and converse with adults and family members. All pupils who attended residential trips experienced at least one activity that they had never tried before.	Continue with pastoral support, but look to change timings so children do not miss the same lesson each week.	

6. Planned expenditure	
Academic year	**2019/20**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Actions	Intended outcomes	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
The purchase of Accelerated Reader licence, updated books for the library, achievement certificates, organisational products for organisation of the library (to clearly segment and categorize the books in the library to facilitate independent book selection), subscription to ICT support for maintenance of tables for electronic quizzes.	4A, 4B, 4D, 4F	Pupils respond positively and are highly motivated by the increased range of books within each level, the technology and regular rewards linked with regular reading and book talk. EE Foundation Toolkit Parental involvement +3 mths Digital technology +4 mths Reading comprehension strategies +5 Feedback + 8 mths Mastery learning + 5 mths	Pupils complete star tests termly, or at individual request by a teacher for specific children causing concern or showing accelerated progress. Online records and analysis are monitored by teachers and overseen by a member of staff. This ensures appropriate level of challenge and identifies targets to improve performance. Progress and attainment are discussed at termly pupil progress meetings.	LK, KO	June 2020

The purchase of Mathsframe – an online planning and assessment tool, in addition to an interactive activity site for the maths curriculum for KS1 and KS2	4A, 4B, 4F	Pupils respond positively to technology and are highly motivated by on-line learning activities. Teachers can ensure skills progression with a variety of supporting resources, including teaching ideas and hands on activities. Teachers can set half termly baseline assessments to set targets for intervention to support accelerated progress or mastery, and use summative assessment tools to measure progress. EE Foundation Toolkit Learning styles +2 mths Digital technology +4 mths Mastery learning + 5 mths Feedback + 8 mths Small group tuition +4 mths	The maths coordinator monitors planning and books ensure curriculum coverage, expected progress is made and ARE are met.	RC	June 2020

The purchasing of license for all staff for teaching and learning resources including updated assessment materials, digital resources and a variety of teaching materials differentiated to meet the needs of all learners to ensure inclusion at all levels.	4A, 4B, 4F	Pupils respond positively to a variety of teaching activities and styles of delivery. Successful learning happens when learning tasks are motivating and pitched to the individual needs of learners. Teachers can ensure up to date teaching and learning resources and are supported delivering a personalised curriculum to meet the needs of all learners. Teachers can assess accurately using up to date age related materials. EE Foundation Toolkit Learning styles +2 mths Digital technology +4 mths Mastery learning + 5 mths Feedback + 8 mths	Book monitoring for core subjects and curriculum review meetings for foundation subjects to ensure coverage.	FL, NT	June 2020
Staff use effective feedback strategies (written marking and verbal) to support pupils' learning and identify next learning steps. To help pupils to understand the skills they are learning, progress made, how to make further progress and relevance for future learning and adult life within the community in which they will contribute and live.		Expected and accelerated progress can be made when learners discuss their learning achievements, challenges, their future needs and next steps. EE Foundation Toolkit Feedback + 8 mths	Books are monitored termly. Focussed tracking of pupils' progress termly.	FL, NT	Termly
Staff use strategies in their daily lessons, to develop pupils' metacognition skills. Planning and teaching enables pupils to grow in independence, to be able to select their own strategies for particular tasks, to retain more knowledge.		Pupils who take greater responsibility for their learning have a greater understanding and will to succeed. EE Foundation Toolkit Metacognition and self-regulation +7 mths	Regular learning walks to observe skills being explicitly taught. Progress in learning and cognition skills will be seen in books.	NT, FL	Termly

An additional lunchtime staff member supports Y6 pupils who are trained as lunchtime play leaders, to organise purposeful play, assist with friendships and plan physical activities	4F	Play leaders gain skills in being reliable, trustworthy, problem solving and leadership. Friendship issues are resolved quickly and pupils are physically active for at least 30 minutes each day. EE Foundation Toolkit Sports participation + 2mths Behaviour interventions +3 mths	PE coordinator organises staff and pupil training and purchasing/ replacement of equipment	DCG	July 2020
			Total budgeted cost		£4,900

ii. Targeted support

Action	Intended outcomes	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Phonics support for small groups in Y3 (those working in Phase 3 and 4), reading support for small groups in Y3 (including 1:1 and support with information retrieval, guided group comprehension work), writing support for small groups and individual pupils in all classes (including vocabulary development, understanding instructions, spelling and sentence construction). Maths support for one pupil in Y3, to include understanding of instructions and an individualised curriculum.	4A, 4B	Phonics and reading: a high % of disadvantaged pupils did not meet end of KS1 expectations. Writing: in all classes, there is a gap In attainment in writing between disadvantaged and non-disadvantaged pupils. EE Foundation Toolkit Individualised instruction +3 mths Oral language skills +4 mths Reading comprehension strategies +6 mths Small group tuition +4 mths Phonics +4 mths Feedback +8 mths	Lesson observations, book/ work scrutiny, learning walks, annotation of planning, termly data monitoring, termly pupil progress meetings.	FL	Jan 2020

Time allocated for attendance officer to analyse half termly attendance information, compile termly reports, lead termly staff meetings, meet with parents etc.	4C	Closer monitoring of attendance can target absentee trends and raise awareness with teachers to facilitate intervention. EE Foundation Toolkit Parental involvement +3 mths Parental engagement +5 mths	Reporting on progress regularly to the Headteacher and governors.	FL	Termly
Pupils are selected as priority readers, to read individually to an adult daily, discuss text read and complete comprehension tasks (written and electronic)	4A, 4B	Pupils selected are those who do not read at home or those behind ARE. EE Foundation Toolkit Individualised instruction +3mths Reading comprehension strategies +5 mths	Reading records – pupils and staff. Discussion at termly pupil progress meetings	All teach-ers	Half termly
Speech and language support for pupils in KS1 (EYFS numbers TBC) who are currently under SALT, or who have been assessed by teachers to require intervention to develop communication skills and vocabulary intervention.	4A, 4B	There has been a growing trend of pupils entering EYFS with speech, language and communication skills that are below ARE. Support initiated in EYFS, for some pupils, SALT remains on-going, for others support is maintained by staff. EE Foundation Toolkit Early years intervention +5 mths Communication and language approaches EYFS +6 mths Oral language intervention +5 mths	Clear baseline set and progress in the core subjects will be monitored termly. Formal SALT reports termly. Book monitoring, curriculum/ intervention annotation.	FL, AR	Termly
Individual teaching assistant for pupil in Y3 with significant learning needs in all core subjects. Support to deliver a personalised learning programme, provide regular feedback on learning and lead to accelerated progress.	4A, 4B	Disadvantaged pupil who is being assessed for statutory SEN assessment for EHCP. EE Foundation Toolkit Individualised instruction +3 mths Feedback +8 mths Behaviour interventions +3 mths	Regular assessment for impact of TA intervention and individualised curriculum provisions.	FL	July 2020

Support staff run daily interventions focussing on pre-learning to fill gaps so that ARE can be achieved. In addition to this, pupils identified to make rapid progress and requiring additional challenge are supported in daily. Focussed interventions prioritises on developing working memory, speech and language and individual learning objective where additional input is required for groups of children.	4A, 4B,	There are some curriculum objectives, which are vital building blocks for future learning, that are not being achieved that are common to groups of children. These can be targeted in order to make attainment closer to ARE. There are some curriculum objectives common to groups of learners that can be studied at greater depth in order to achieve mastery. EE Foundation Toolkit Small group tuition +4 mths Feedback +8 mths Mastery learning +5 mths Oral language skills +5 mths Phonics +5 mths	Impact is discussed at termly pupil progress meeting, with tracking of termly data.	FL	Half termly
Support staff run daily funfit sessions for targeted pupils in all year groups.	4A, 4B, 4D, 4E	A number of pupils have been identified who require support with fine motor skills, co-ordination and balance, which affect handwriting and other physical development. EE Foundation Toolkit Parental involvement +3 mths Small group tuition +4 mths Physical development approaches +2 mths	The SENCo coordinates termly baseline and summative assessments. Termly discussions with staff to support identification of pupils. Staff are trained in delivering the programme.	FL	Termly (no sessions in spring)

| An additional lunchtime staff member leads a lunchtime intervention for children who find the extended time for un-structured play challenging. | 4F | Some children with behaviour difficulties as a result of social and emotional needs and other SEND can manage play time successfully yet lunch time causes issues. An adult to organise a small selection of activities in a controlled environment, indoor in addition to outdoor reduces the time managing playtime issues that lead to increased anxiety and behaviour problems. These children will have an increased amount of successful social sessions, which in turn will raise esteem and lower over all levels of anxiety whilst in school, increasing the potential of successful afternoon learning.

EE Foundation Toolkit
Behaviour interventions +3 mths
Arts participation + 2 mths | SENCo monitors impact and variety of activities termly with support staff and reviews children involved in this intervention termly with teaching staff. Termly pupil progress meetings. | FL | Termly |
|---|---|---|---|---|---|
| Weekly music lessons for individual pupils with Rock Steady Music | 4F | To enable pupils to explore learning to play an instrument, develop their music skills and resilience to perform for an audience

EE Foundation Toolkit
Arts participation + 2 mths | The head teacher coordinates the selected pupils in consultation with SENCo. | NT | Termly |
| Financial support for pupils to attend weekly swimming lessons for a term: Yrs 3,4 and 5. | 4F | To support pupils reaching the NC expectation (to be able to swim 25mby the end of primary school) without any prohibitive costs.

EE Foundation Toolkit
Sports participation + 2mths | PE coordinator organises staff and pupil training | DCG | Termly |

				Total budgeted cost	£25,990

iii. Other approaches

Action	Intended outcomes	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Support from HLTA for disadvantaged children with social and emotional needs leading to behaviour and learning difficulties as a result of events or issues that have happened at home. Support is provided weekly, with additional support within school/ with external agencies if required.	4A, 4B, 4C, 4D	Learning is significantly reduced or even inhibited when pupils come to school upset as a result of eg domestic violence, hungry or with poor hygiene provision. Home settings also affect behaviour and sense of well-being in school. Priority is given to those on CIN, CIC, SGO and those with child protection plans. EE Foundation Toolkit Parental involvement +3 mths Behaviour interventions +3 mths Meta-cognition and self-regulation +7 mths Social and emotional learning +4mths	Formal half termly staff review of records of need, weekly check-in at staff meetings, support from SENCo (teachers/ parents) to discuss targets in school/ at home	FL, KO	July 2020

Support staff run a weekly life skills group, for supporting children. The focus of these sessions is community cohesion essential skills (eg road crossing, using money in real life situations, communicating and caring for members of the community, accessing the library cooking etc , in addition to developing communication, problem solving and decision making skills.	4C, 4F	A significant number of children find coping with the school week challenging and a weekly session out of the classroom learning a life skill reduces the level of challenge whilst still a learning experience. Many children do not experience everyday activities and lack learning skills for school and later life. EE Foundation Toolkit Small group tuition +4 mths Oral language skills + 5 mths Social and emotional learning + 4 mths	The SENCo supports teachers in identifying targeted pupils and planning life skills activities that support the core and wider curriculum, and support cohesion with the community.	FL, JA	Half termly
Support staff run weekly social story groups to support pupils' social, emotional and behavioural needs which also supports community cohesion.	4C, 4F	For pupils who are on the autistic spectrum or those who have social and emotional needs as a result of early childhood trauma or other home difficulties. EE Foundation Toolkit Small group tuition +4 mths Oral language skills + 5 mths Behaviour interventions + 3 mths	The SENCo supports teachers identifying the targeted pupils and plans interventions with support staff.	FL	Termly

Social and Emotional Training: TIS 2 day top up (1 member of staff supply) TIS 10 day training (1 member of staff supply) TIS whole staff training (3 hours INSET) SEMH training – 2x1.5 hour sessions from EP	4A, 4B, 4C, 4D, 4E, 4F	An increasing number of children are in our setting having suffered early childhood trauma, resulting in raised level of anxiety, low level skills of resilience, self-esteem and perseverance. Therefore learning is significantly reduced or completely inhibited. EE Foundation Toolkit Parental involvement +3 mths Social and emotional learning +4 mths Meta-cognition and self-regulation +7ths Behaviour interventions +3 mths	SENCo supports teachers identifying pupils to be supported, and implementation of TIS practice in all parts of the school day.	FL, KO	July 2020
Intervention support and training 2x 1.5 hour training for support staff with EP, introducing updated interventions to support pupils with poor phonological awareness and reading skills Half termly 1 hour intervention support with SENCo, to check in on interventions and develop good practice, in addition to add new interventions as needs arise during the school year.	4A, 4B, 4F	Our team of support staff has changed over time, and some are leading new interventions, as needs of our pupils change. Reading, including phonics, is an area of concern for a number of pupils this year, specifically those in transition from KS1 to KS2. EE Foundation Toolkit Small group tuition +4 mths Oral language skills + 5 mths Feedback +8 mths Phonics +5 mths	SENCo supports staff delivering interventions and monitors delivery regularly. Regular meetings to discuss interventions now being implemented. Pupil progress meetings	FL	Half termly

Financial support for pupils to attend residential camps in Years 4, 5 & 6	4F	Historically, families have not sent children to camps as costs can be are prohibitive. EE Foundation Toolkit Outdoor adventure learning + 3 mths Meta-cognition and self-regulation +8ths Sports participation +2 mths	Teachers will ensure that all pupils are encouraged to attend these activities and that no pupil will not attend due to financial reasons	Teach-ers	May 2020
An interpreter is booked for meetings where a parent's first language is not English	4C, 4D	Every year group has pupils whose parents do not speak English as a first language. Parents are encouraged to attend these meetings knowing they can communicate effectively, and therefore support their children in line with school expectations and recommendations. The importance of regular attendance in school is included in this communication. EE Foundation Toolkit Parental involvement + 3 mths	Teachers and SENCo liaise with the office staff to book interpreters for all meetings	FL	Termly, as required
Staff have access to a translator programme for their messages to parents via Class Dojo	4D	Important messages can be accessed by all parents. EE Foundation Toolkit Parental involvement + 3 mths	Messages are regularly monitored to ensure translator use is used when required	Teach-ers	As required
Financial contribution to attend breakfast club each morning	4B, 4C	To encourage children to be in school on time in the mornings, and to ensure a nutritional start, to equip children for a day of learning. EE Foundation Toolkit Social and emotional learning + 4 mths	Attendance analysed termly by attendance officer, and informally by individual class teachers and breakfast club leaders	FL	Termly

Concerns are addressed quickly with referrals to outside agencies and children's services. Meetings and therapies are held within school, including community based meetings (as requested by parents) to support families to attend.	4A, 4B, 4D, 4E	A significant number of families require support with their children's needs, parenting, finance, housing, food and other issues that do not reach threshold for social care. EE Foundation Toolkit Parental involvement + 3 mths Social and emotional learning + 4 mths	SENCo and DSL liaise with staff and families and hold records for all pupils causing concern, or with an additional need.	FL, NT	As required
Purchase of Educational Welfare Service package, to support the school in lowering the rate of persistent absence rates. Support includes attendance clinics, late gates and home visits.	4A, 4B, 4C, 4D	Overall attendance is in line with national expectation, however persistent absence rate of disadvantaged pupils is higher than national expectation. EE Foundation Toolkit Parental involvement + 3 mths Parental engagement (EYFS) + 5 mths	Termly EWO reports state current attendance rates, pupils causing concern for attendance and actions taken, including home visits and formal warnings from the LA.	FL, NT	Termly
Purchase of Educational Psychology Service to support pupils, staff and parents in addressing learning difficulties and concerns.	4A, 4B, 4E	To ascertain the precise barrier to learning that a pupil is experiencing and the most effective strategies to be used by staff in school to reduce and remove barriers so that successful learning takes place and learning potential is achieved. EE Foundation Toolkit Parental involvement + 3 mths Individualised instruction + 3 mths Learning styles + 2 mths Meta-cognition and self-regulation + 7 mths	The SENCo supports staff in identifying and referring pupils to the psychology team. Following a detailed follow up report, Pupils are provided with provision map within which strategies to be used at home and in school are outlined. Actions and progress are monitored termly, including a termly consultation with parents for these pupils.	FL, NT	termly
Total budgeted cost					**£9,321**

7. Additional detail
This strategy will be subject to ongoing monitoring throughout the year. Changes will be made dependent on mobility of pupils, the needs of individual children and cohorts as deemed necessary.