

Holy Trinity CE Primary School Pupil

Premium Strategy 2018-19

Schools are required from September 2012 to report online how they have used the Pupil Premium and the impact it has had on pupil achievement. Every year the school receives additional funding, known as Pupil Premium. This is given towards the education of identified pupils, whose families are in receipt of certain benefits, to enhance their learning experiences with the ultimate goal of raising achievement. At Holy Trinity CE Primary School we measure the impact of Pupil Premium on a termly basis. This academic year the school has received £65,470 of Pupil Premium Grant. This is based on a sum amount of £1320 per child for children recorded as Ever 6 FSM, £300 for pupil whose parents are serving in the armed forces and £1900 for children who are looked after. Schools, Headteachers and teachers have to decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils within their responsibility.

Overview of the school

Current pupils at time of writing	Number of children eligible for Pupil premium	Children eligible for free school meals	Children looked after	Children from service families	Pupil eligible for Pupil Premium Plus	Total funding
192	50		0	0	4	£65,470

Total amount of Pupil Premium and Pupil Premium Plus received in 2018/2019:

£65,470

Total amount of Pupil Premium and Pupil Premium Plus received in 2017/2018:

£67,000

Total amount of Pupil Premium and Pupil Premium Plus received in 2016/2017:

£85,000

Parents are encouraged to register their child as eligible for Free School Meals so that Holy Trinity Primary School receives the maximum Pupil Premium entitlement.

For more information, follow this link

<https://www.hertfordshire.gov.uk/services/schools-and-education/at-school/free-school-meals/free-school-meals.aspx> .The Pupil Premium has been and will continue

to be spent in both creative and practical ways to support entitled pupils in school and provide them with opportunities that may not always be available to them.

Barriers to Learning at Holy Trinity CE Primary school, pupils eligible for Pupil Premium may have a range of learning needs including: speech and language, communication needs (e.g. ASD), social, emotional and mental health needs. Some children are also gifted in other areas for example music so their funding is used to support them with developing these skills.

1. Summary information					
School	Holy Trinity CE Primary school				
Academic Year	2018/2019	Total PP budget	£65,470	Date of most recent PP Review	In school termly
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	03.11.2018

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) <i>Oral language skill are lower for pupil</i>		
A.	Oral language skills and vocabulary are lower for pupils eligible for PP than for other pupils. This slows reading progress and understanding of mathematical vocabulary .	
B.	Poor key skills (including Maths and English). Some children within our PP cohort work below national expectation across core.	
C	There is a high speech and Language need in the school and local area	
D.	Some PP children have complex social and emotional needs.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E	Attendance rates for pupils eligible for PP are lower than No PP	
F	Vulnerable families with low income and re-housing/temporary housing	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language and vocabulary for Pupils eligible for PP	Pupils eligible for PP will make progress diminishing the difference between attainment and progress compared to

		<p>non-PPG pupils.</p> <p>The gap in vocabulary both in oral use and knowledge & understanding between disadvantaged pupils and non-disadvantage pupils will be narrowed.</p>
B.	Poor key skills (including Maths and English). Some children within our PP cohort work below national expectation across core.	<p>Outcomes at the end of EYFS,KS1 and KS2 in reading and writing show a 5% increase on 2019 data.</p> <p>Pupils will know and understand the immediate next steps in their learning through teacher feedback and self-reflection as a result of QFT.</p>
C.	There is a high speech and Language need in the school and local area.	Pupils eligible for PP and identified with a Speech and Language need will make rapid progress diminishing the difference between attainment and progress compared to non-PPG pupils
D.	Some PP children have complex social and emotional needs.	Childfree have access to a sensory and school counsellor. PP will make progress diminishing the difference between attainment and progress compared to non-PPG pupils.
E.	Attendance rates for pupils eligible for PP are lower than non PP	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. PPG attendance improves to 96% in line with non PPG pupils
F.	Vulnerable families with low income and re-housing/temporary housing	Vulnerable families will be supported through the parent support worker.

Strategy					
Desired outcomes	Success criteria-How the impact will be measured?	Actions	Cost	Who?	When/Impact so far?
Improve oral language and vocabulary for Pupils eligible for PP	<p>Pupils eligible for PP will make progress diminishing the difference between attainment and progress compared to non-PPG pupils.</p> <p>The gap in vocabulary both in oral use and knowledge & understanding between disadvantaged pupils and non-disadvantage pupils will be narrowed.</p>	<ul style="list-style-type: none"> - Review of wider curriculum to ensure there are clear links between subject content, focusing on developing a rich and varied vocabulary - Guided reading sessions to have clear vocabulary focus - Vocabulary enrichment groups to be in KS1 and KS2 - Staff training through speech and language therapist on a vocabulary rich environment - Small group speech and language therapy as and when identified - All reception pupils will be screened using a speech and language screener. 	Part of additional teaching budget total - £15051	All staff SLT to monitor	<p>Reviewed half termly</p> <p>Autumn- Curriculum reviewed to ensure a varied curriculum throughout the school. All PPG pupil progress. Guided reading sessions have a clear vocabulary focus in them. KS1 vocabulary enrichment groups have run and impact evidenced. KS2 to start after xmas. KS2 EAL groups have also included PPG children who have EAL. All reception screened and interventions started with Mr Cane.</p> <p>Spring- As above. - see intervention write up for progress reports.</p> <p>Summer- all children screened in reception have made progress compared to their original screening in September, three have been identified for continued support in year one. EAL groups continued and all children within the groups made progress.</p>

<p>Poor key skills (including Maths and English). Some children within our PP cohort work significantly below national expectation and their peers within school across core subjects within school</p>	<p>Outcomes at the end of EYFS,KS1 and KS2 in reading and writing show a 5% increase on 2019 data.</p> <p>Continue a systematic approach to organisation and planning of targeted support including pre-teaching and same day interventions with a stronger focus on impact.</p> <p>Pupils will know and understand the immediate next steps in their learning through teacher feedback and self-reflection as a result of QFT.</p>	<ul style="list-style-type: none"> - Closely monitor evidence in pupils' work that indicate good or better progress. - Analyse any gaps in prior learning. - Disadvantaged pupils will be identified as a specific group, individual work scrutiny and discussed during pupil progress meetings. - observations, work scrutiny pupil interviews. - additional teaching of children who are PPG. - Identify and track pupils on AM7 to ensure that any intervention is having impact and accelerating progress. - Individual learning plan and curriculum maps for identified pupils. - Specific targeted interventions to be planned and taught to accelerate progress. 	<p>Part of additional teaching budget total - £15051</p> <p>Resources - £1000</p>	<p>All staff</p> <p>All staff</p> <p>SLT to monitor</p>	<p>Reviewed half termly</p> <p>Autumn- Disadvantaged pupils discussed during pupil progress. Those at risk discussed and strategies decided up. TA pre teaching PPG children identified. Children identified through pupil progress for intervention this term. Autumn term interventions analysed and impact described.</p> <p>Spring - as above- children discussed is pupil progress HQFT and support in class named.</p> <p>Summer- whole school curriculum being reviewed. Those children identified through the speech and language screener have made good progress 4/5 have been signed off. Children needing further vocabulary support identified for next year to continue.</p>
<p>There is a high speech and Language need in the school and local area</p>	<p>Pupils eligible for PP and identified with a Speech and Language need will make rapid progress diminishing the difference between attainment and progress compared to non-PPG pupils</p>	<ul style="list-style-type: none"> - Private Speech and language therapist in school every Tuesday - Children to be identified through assessment - Planned interventions by speech and language therapist to continue through the school week. - 1:1/1:2 support sessions with identified children and Speech and Language therapist with learning mentor and TA. 	<p>Part or Learning mentor allocation - £17,860</p>	<p>All staff</p> <p>SLT to monitor</p> <p>Speech and Language therapist</p>	<p>Reviewed half termly</p> <p>Autumn- All PPG children identified as a possible speech and language need identified and assessed. Interventions taking place by speech and language therapist every Tuesday. Advice / resources / training used and discussed weekly.</p> <p>Spring - as above- Mr Cane has signed off five reception children</p> <p>Summer- Speech and language</p>

		<ul style="list-style-type: none"> - Resources to support Speech and Language Therapy. 			<p>sessions reviewed and identified. Children's targets reset and regular SALT support in class. Any new arrivals in school have had SALT screeners.</p>
Some PP children have complex social and emotional needs.	Children have access to a sensory and school counsellor. PP will make progress diminishing the difference between attainment and progress compared to non-PPG pupils.	<ul style="list-style-type: none"> - PPG children have access to school counsellor. - Parents of PPG children can meet with school counsellor. - Identified social skills groups to include activities in the local community. - Nurture group to run daily for identified children. 	<p>School counsellor £15,500</p> <p>Part or Learning mentor allocation - £17,860</p>	<p>All staff</p> <p>SLT to monitor</p> <p>School counsellor</p>	<p>Reviewed half termly</p> <p>Autumn- All PPG children identified as needing support from school counsellor have been able to access it. Parents have met with school counsellor. Social group identified- small baking/lunchtime groups. Nurture to begin in the Autumn term.</p> <p>Spring - nurture group started- Boxall profile began on children in nurture.</p> <p>Summer- nurture groups suspended due to staffing. Children picked up by SENCo and Head teacher/ class TA's. Specific life skills groups wed am/pm. Children had access to school counsellor.</p>
Attendance rates for pupils eligible for PP are lower than No PP	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. PPG attendance improves to 96% in line with non PPG pupils.	<ul style="list-style-type: none"> - Teachers to review attendance/punctuality weekly and flag any concerns. - Proactively engage with parent/carers. - Careful tacking of attendance and regular attendance meetings with parents. Involve the Sen officer 	<p>Attendance support £1000</p>	<p>All staff</p> <p>SLT to monitor</p> <p>Learning mentor</p>	<p>Reviewed half termly</p> <p>Autumn- Attendance concerns raised and meetings with parents. Letters sent to parent with regards to persistent absenteeism. New sign in procedure for if children are late and reasons logged. Attendance watched weekly to ensure it is improving.</p>

	<p>There will be a consistently sharp focus by teacher on attendance and punctuality.</p> <ul style="list-style-type: none"> - Attendance and punctuality of targeted pupils will improve to 96% 	<p>where concerns are persistent.</p>			<p>Spring - As above- parents referred to allsorts attendance officer.</p> <p>Summer- as above, attendance contoured to be tracked, parents regularly invited in to discuss support we can offer.</p>
<p>Vulnerable families with low income and re-housing/temporary housing</p>	<p>Vulnerable families will be supported through the parent support worker.</p>	<ul style="list-style-type: none"> - Learning mentor to support intervention groups, family and home situations - learning mentor to meet with parents to ensure that the school can support the wellbeing of the school community - Home visits for all new pupils at the school - Regular meeting with parents to support and direct them to outside agencies for support. Including Allsorts Children's Centre. 	<p>Additional services £2000</p> <p>Parent support worker - £3100</p>	<p>Learning mentor</p>	<p>Reviewed half termly</p> <p>Autumn- Learning mentor supporting family identified. TA working with intervention groups. Home visits for all reception children completed. Family identified referred to ALLsort. Support groups for parents set up on Wednesday am.</p> <p>Spring - continues as above</p> <p>Summer- learning mentor continued to support families identified meeting with families weekly. Home visits planned and all new reception intake have signed up for these. Agency meetings held in school.</p>
<p>Outcomes for disadvantaged pupils will be raised through improvements in social interactions opportunities and to boost self-esteem</p>	<ul style="list-style-type: none"> - 20% of PPG pupils will have the opportunities to represent the school in competitive sport during the school year - All PPG children will attend school trips. - PPG pupils will have the opportunity to take part in music lessons - All PPG pupils will 	<ul style="list-style-type: none"> - PE lead to ensure PPG pupils are picked for sporting events. 	<p>Part of inclusion support - £8189</p> <p>Swimming £300</p> <p>Trips/journey - £1000</p>	<p>All staff</p>	<p>Reviewed half termly</p> <p>Autumn- PPG children monitored for attendance in PE. Gifted and talented identified.</p> <p>Spring - continues as above- football tournament.</p> <p>Summer- Ensured that children who were pupil premium were able to attend district sports- all children took part in sports day and received stickers. Al children in year 3/4/5/6</p>

	attend swimming lessons.		Music Lesson - £1000		took part in swimming lessons and 26/28 year four children went to Tolmers. All year five children camped on the field. All reception, year 1 and year children went on their school trips.
PPG and SEN pupils	<ul style="list-style-type: none"> - Provision will be tightly matched to need. - PPG and SEN pupils will make better than expected progress as a result of targeted provision. 	<ul style="list-style-type: none"> - Closely monitor evidence in pupils' work that indicate good or better progress. - Disadvantaged pupils will be identified as a specific group, individual work scrutiny and discussed during pupil progress meetings. - Observations, work scrutiny pupil interviews. - Individual learning plan and curriculum maps for identified pupils. 	Part of inclusion support - £8189	All staff SLT to monitor	<p>Reviewed half termly</p> <p>Autumn- Disadvantaged pupils discussed during pupil progress. Those at risk discussed and strategies decided up. TA pre teaching PPG children identified. Children identified through pupil progress for intervention this term. Autumn term interventions analysed and impact described.</p> <p>Spring - Disadvantaged pupils discussed during pupil progress. Those at risk discussed and strategies decided up. TA pre teaching PPG children identified. Children identified through pupil progress for intervention this term. Spring term interventions analysed and impact described.</p> <p>Summer- as above. All children's progress monitored- support for next year already identified.</p>

Review of expenditure 2017-2018																																																				
Previous Academic Year		£67,000																																																		
i. Quality of Teaching, Learning and Assessment																																																				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																																																
<p>Improve oral language skills for pupils eligible for PP in Reception class.</p> <p>Staffing targeted at raising standards in the Literacy and Numeracy</p>	<p>Staff training on high quality feedback. 121 and small group provision supported by the private school speech and language therapist.</p> <p>Some of the students need targeted support to catch up- use of speech and language therapist.</p> <p>Additional teaching of children whom are PPG to ensure standards are raised in English and math's.</p> <p>Identify and track pupils on AM7 to ensure that the intervention is having an impact. Select appropriate tasks and areas of curriculum for individual children to ensure that they gaps in their learning are addressed. These will be identified through pupil progress meetings.</p> <p>Specific targeted interventions to be planned and taught to raise standards</p>	<p>Year 1 - Attainment</p> <table border="1"> <thead> <tr> <th></th> <th>PPG</th> <th>Non PPG</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>A0</td> <td>A0/A1</td> </tr> <tr> <td>Writing</td> <td>A0</td> <td>A0/A1</td> </tr> <tr> <td>Maths</td> <td>A0/A1</td> <td>A0/A1</td> </tr> </tbody> </table> <p>Progress</p> <table border="1"> <thead> <tr> <th></th> <th>PPG</th> <th>Non PPG</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>2</td> <td>2.1</td> </tr> <tr> <td>Writing</td> <td>1.8</td> <td>1.9</td> </tr> <tr> <td>Maths</td> <td>2</td> <td>1.9</td> </tr> </tbody> </table> <p>Year 2 - Attainment</p> <table border="1"> <thead> <tr> <th></th> <th>PPG</th> <th>Non PPG</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>A3</td> <td>A3/4</td> </tr> <tr> <td>Writing</td> <td>A3</td> <td>A3/4</td> </tr> <tr> <td>Maths</td> <td>A3</td> <td>A3/4</td> </tr> </tbody> </table> <p>Progress</p> <table border="1"> <thead> <tr> <th></th> <th>PPG</th> <th>Non PPG</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>4</td> <td>5.1</td> </tr> <tr> <td>Writing</td> <td>4.3</td> <td>5.1</td> </tr> <tr> <td>Maths</td> <td>4.3</td> <td>4.7</td> </tr> </tbody> </table> <p>n.b PPG pupils in year 2 have some complex SEND needs.</p>		PPG	Non PPG	Reading	A0	A0/A1	Writing	A0	A0/A1	Maths	A0/A1	A0/A1		PPG	Non PPG	Reading	2	2.1	Writing	1.8	1.9	Maths	2	1.9		PPG	Non PPG	Reading	A3	A3/4	Writing	A3	A3/4	Maths	A3	A3/4		PPG	Non PPG	Reading	4	5.1	Writing	4.3	5.1	Maths	4.3	4.7	<p>Reception children will continue to be screened on entry to school to identify language skills. This is to be extended to new students entering the school in all years. 5/6 student receiving targets support have been signed off from speech and language.</p> <p>PHONICS KS1 KS2</p> <p>Additional Teaching has raised the standard in English and Maths the Gap in attainment has begun to narrow between PPG and Non PPG pupils. This is to be analysed in further detail next year to ensure this is consistent to ensure children's progress.</p>	<p>£8,189</p> <p>£15,051</p>
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<p>Removing barriers to learning and ensuring pupils make good progress</p> <p>Commissioned Speech and Language Therapist</p>	<p>Resources will be bought and used to ensure children are able to access the curriculum. These can be things such as pencil grips, writing slopes, different coloured books. Attendance supports for removing barriers to learning School counsellor for pupil premium to access as and when required according to their needs. Support for removing barriers to learning</p> <p>Inclusion including speech and language-pupil premium children will be identified and accessed vocabulary group and speech and language support to be identified as and when needed.</p> <p>Speech and language therapist commissioned for children across the school who are identified as needing therapy. This is to allow the children to have easy access to the support they require. X2 trained members of staff to carry out they therapy sessions to children who require them</p>	<p>Year 3 - Attainment</p> <table border="1"> <thead> <tr> <th></th> <th>PPG</th> <th>Non PPG</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>A5/6</td> <td>A6</td> </tr> <tr> <td>Writing</td> <td>A5/6</td> <td>A6</td> </tr> <tr> <td>Maths</td> <td>A5</td> <td>A6</td> </tr> </tbody> </table> <p>Progress</p> <table border="1"> <thead> <tr> <th></th> <th>PPG</th> <th>Non PPG</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>1.1</td> <td>1.2</td> </tr> <tr> <td>Writing</td> <td>1.9</td> <td>1.6</td> </tr> <tr> <td>Maths</td> <td>1.1</td> <td>1.4</td> </tr> </tbody> </table> <p>Year 4 - Attainment</p> <table border="1"> <thead> <tr> <th></th> <th>PPG</th> <th>Non PPG</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>B2</td> <td>B3</td> </tr> <tr> <td>Writing</td> <td>B3/4</td> <td>B3</td> </tr> <tr> <td>Maths</td> <td>B3/4</td> <td>B3</td> </tr> </tbody> </table> <p>Progress</p> <table border="1"> <thead> <tr> <th></th> <th>PPG</th> <th>Non PPG</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>4.7</td> <td>4.8</td> </tr> <tr> <td>Writing</td> <td>5.3</td> <td>4.9</td> </tr> <tr> <td>Maths</td> <td>4.7</td> <td>4.9</td> </tr> </tbody> </table> <p>Year 5 - Attainment</p> <table border="1"> <thead> <tr> <th></th> <th>PPG</th> <th>Non PPG</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>B6/C1</td> <td>B6/C1</td> </tr> <tr> <td>Writing</td> <td>B6</td> <td>B5/6</td> </tr> <tr> <td>Maths</td> <td>B5/6</td> <td>B6</td> </tr> </tbody> </table> <p>Progress</p> <table border="1"> <thead> <tr> <th></th> <th>PPG</th> <th>Non PPG</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>8</td> <td>8.4</td> </tr> <tr> <td>Writing</td> <td>7.8</td> <td>7.9</td> </tr> <tr> <td>Maths</td> <td>7.6</td> <td>8.2</td> </tr> </tbody> </table>		PPG	Non PPG	Reading	A5/6	A6	Writing	A5/6	A6	Maths	A5	A6		PPG	Non PPG	Reading	1.1	1.2	Writing	1.9	1.6	Maths	1.1	1.4		PPG	Non PPG	Reading	B2	B3	Writing	B3/4	B3	Maths	B3/4	B3		PPG	Non PPG	Reading	4.7	4.8	Writing	5.3	4.9	Maths	4.7	4.9		PPG	Non PPG	Reading	B6/C1	B6/C1	Writing	B6	B5/6	Maths	B5/6	B6		PPG	Non PPG	Reading	8	8.4	Writing	7.8	7.9	Maths	7.6	8.2	<p>Children were supported with barriers to learning including, pre-teaching, feedback and focused interventions through gap analysis.</p> <p>Resources were bought including pencil grip, writing slopes and coloured books so that children can access lessons.</p> <p>Speech and language therapist commissioned for children across the school who are identified as needing therapy- children have made progress and this has been monitored individually per child in accordance with their individual progress/attainment.</p>	<p>£1000</p> <p>£15500</p> <p>£8189 (part of the speech and language therapist allocated budget)</p> <p>£8189 (part of the speech and language therapist allocated budget)</p>
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Writing	11.5	11.3																																																																										

ii. Personal Development, Behaviour and Welfare				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>For the school to have a pastoral lead who provide an open door policy to all children and parents.</p> <p>Attendance</p>	<p>Learning mentor - to support intervention groups, family and home situations. For the school to identify children and families that may need additional support.</p> <p>For the learning mentor to promote themselves to parents and children to ensure that the school can support the wellbeing of the school community.</p> <p>Support for attendance at Breakfast Club to reduce absenteeism and lateness.</p>	<p>See above for PPG data and impact on intervention attainment and progress.</p> <p>Learning mentor established and regular meets with families.</p> <p>Support families as and when needed with advise/letters for housing/benefits.</p> <p>Absenteeism and lateness has been reduced.</p>	<p>Learning mentor established and regular meets with families.</p> <p>Support families as and when needed. Has regular catch-up/check in with families.</p>	£17860
iii. Outcomes for children and learners				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>All children wishing to access music lessons provided within school are able to do so. All children with PPG will be able to access trips including residential trips</p>	<p>Swimming - children will have access to swimming lessons</p> <p>Music opportunities children will have access to music opportunities</p> <p>Parent support worker will support parents such as workshops, food parcels and attendance.</p> <p>For the school to identify children and families that may need additional support. Trips/journeys</p>	<p>All children attended swimming lesson. Year six student who had not met the standard for the end of key stage swimming were offered extra swimming lessons.</p> <p>PPG children who wanted to were able to take part I and have access to music lessons.</p> <p>All pupils attended school trips regardless of their year group. All PP children attended the school residential and year 4 children at Tolmers.</p>	<p>Ensure all parents have access to courses sent out in email/letters home.</p>	<p>£300</p> <p>£1000</p> <p>£3100</p> <p>£1000</p>
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