



Isambard Brunel Junior School

Pupil Premium Strategy Document

2018-19



Isambard Brunel Junior School Pupil Premium Strategy Statement

Summary information

What is Pupil Premium?

The Pupil Premium is a sum of money allocated to schools each year to narrow attainment gaps between pupils from low income families and their peers. It aims to provide significant funding for disadvantaged children to help close the attainment gap and promote greater progress in line with their peers. Pupil Premium is allocated to the school and is generated by children:

- Who are currently known to be eligible for free school meals (FSM)
- Who have been 'looked after' continuously by a local authority for more than 6 months
- Children from service families (known as the Service Premium)
- Children who have been eligible for FSM at any point in the last 6 years

The level of the premium for 2018-2019 is £1,320 per pupil fitting the criteria above for FSM children, £2,300 for Looked After Children and £300 for children from service families.

From September 2012, schools are required to publish online information about how we have used the premium. This money is for schools to decide how to use but should be spent in order to improve educational attainment of children from low income families. The pupil premium has the potential to have a great impact on the attainment and future life chances of pupils.

1. Summary information					
School	Isambard Brunel Junior School				
Academic Year	2018-19	Total PP budget	£172,879	Date of most recent PP Review	September 2018
Total number of pupils	300	Number of pupils eligible for PP	125	Date for next internal review of this strategy	January 2019

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2. Current attainment (SATs 2019)		
	<i>IBJS disadvantaged group attainment 2019</i>	<i>National (all) 2019</i>
% achieving in reading, writing and maths	43% (up 22%)	65%
% at expected standard in reading	43% (up 14%)	79%
% at expected standard in writing	64% (same)	78%
% at expected standard in maths	75% (up 29%)	78%

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

Identified barriers to learning for 2018-19																	
School context: 42% pupils eligible for free school meals. Higher than national primary deprivation (23.3% Jan 2018)																	
A	Children entering Year 3 who are eligible for Pupil Premium are not achieving as well as their peers. The table shows the percentage of children who were disadvantaged that achieved expected or exceeding results at the end of Key Stage One. <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>July 2018</th> <th>DA</th> <th>Non DA</th> <th>Gap%</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td style="text-align: center;">63%</td> <td style="text-align: center;">72%</td> <td style="text-align: center;">9%</td> </tr> <tr> <td>Writing</td> <td style="text-align: center;">56%</td> <td style="text-align: center;">66%</td> <td style="text-align: center;">10%</td> </tr> <tr> <td>Maths</td> <td style="text-align: center;">63%</td> <td style="text-align: center;">72%</td> <td style="text-align: center;">9%</td> </tr> </tbody> </table>	July 2018	DA	Non DA	Gap%	Reading	63%	72%	9%	Writing	56%	66%	10%	Maths	63%	72%	9%
July 2018	DA	Non DA	Gap%														
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Maths	63%	72%	9%														
B	Comprehension skills have not developed in line with phonics outcomes in KS1 and need further development in KS2. Some children lack oral proficiency, have a limited range of vocabulary or find communicating challenging.																
C	Some children have limited resilience and have less established learning habits and attitudes.																
D	24% of Pupil Premium children have complex needs such as social, emotional needs and this can affect their attitude, behaviour and ability to fully engage with school.																
E	Transition from infants to juniors has historically been weak.																
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)																	
F	28% of disadvantaged children have low attendance. Out of this group, 69% are girls. Girls' attendance is a barrier to their learning outcomes.																

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G	26% of children are identified as needing additional support. This could be social, emotional ELSA support, support from our Early Help Lead, Safeguarding support or external agency support. Out of this group, 67.5% are disadvantaged. Complex barriers are preventing disadvantaged children's life chances.
H	Home factors including: <ul style="list-style-type: none"> • Parental confidence and their own level of education and experience of school which can result in low parental engagement and children's readiness to learn. • Some pupil and parent aspirations are low resulting in children having little ambition. • Families' emotional and financial stability and welfare. • Some pupils do not get the opportunity to develop their interests or take part in clubs outside school. • Some children and families do not venture far from their locality.

3. Desired outcomes

<i>Desired outcomes and how they will be measured</i>	<i>Success criteria (By end of the academic year July 2019)</i>	<i>Impact of 2018-19 strategy</i>
A. Pupil Premium children will leave KS2 with similar outcomes to their non-disadvantaged peers.	The gaps between disadvantaged children and non-disadvantaged children will continue to diminish to enable disadvantaged children to achieve more in line with their peers (national measure).	Year 3- No gaps writing and maths. Reading gaps (more disadvantaged children need to achieve expected level in reading). Year 4- No reading gaps. Writing gaps (more disadvantaged children need to achieve expected level in reading). More disadvantaged children need to achieve expected in maths. Year 5- No reading gaps. More disadvantaged children need to achieve expected level in writing and maths. 22.5% of pupil premium children from last year's Yr 6 achieved reading, writing, maths combined compared to 64% all children. <i>Next steps 2019-20- Diminish differences (not yet achieved)</i>
B. Improve spoken language and enrich the vocabulary of disadvantaged groups. To enrich reading experiences and teach greater reading fluency and comprehension skills.	Differences will diminish (will decrease from 2018 national measure) between disadvantage and non-disadvantaged children in reading. KS2 reading results will improve on last year.	61% of all pupils achieved their Reading SATS this year compared to 45% from 2017-18. In 2017-18 33% of disadvantaged pupils achieved reading SATS, in 2018-19 this increased to 48.5%. <i>Next steps 2019-20- Continue to diminish differences and raise attainment for disadvantaged pupils in reading.</i>



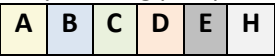
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C.	Disadvantaged children will better access taught learning habits and apply these habits and increasing resilience to their learning and wider experiences.	School research will highlight how disadvantaged children are able to better access taught learning habits. Building resilience will allow children the ability to better grapple with learning and face learning challenges with increasing confidence. This will be noted by external evaluations.	<p>In house end of year pupil questionnaires showed that all children, including disadvantaged, were able to talk about the school's 4 R's and learning habits. A June report from Governors also observed that children could talk about and use their learning habits when interviewed. Teachers believed children had gained in resilience and responsibility throughout the year.</p> <p><i>Next steps 2019-20- Introduce Resourcefulness, layer 4 R's with habits of mind, share with parents.</i></p>
D.	SEND group to make expected and better progress. SEND provision meets individual needs.	Yr 3 SEND DA group to make good or better progress. Ensure that teachers are aware of pupil's multiple barriers. Closely monitor and improve the class provision for SEND children.	<p>SENCO monitoring, book looks and case studies tracking pupils with SEND show that individual's needs are being met and children are making progress.</p> <p>A joint working party between MIS and IBJS has devised a framework to track progress for SEN pupils. This was used to assess pupils at the end of the academic year 18/19 and will be used as a formative and cumulative assessment tool throughout 19/20. SEND children are also tracked through pupil progress reviews and the appropriate support/interventions are allocated as a result of these termly reviews.</p> <p><i>Next steps 2019-20- Better track SEND progress every half term.</i></p>
E.	To ensure that children's confidence, learning habits, learning expectations and progress does not dip when transferring from KS1 to KS2.	Consistent systems and strategies from KS1 to KS2 will allow children to build on prior learning and accelerate progress.	<p>There was a clear and calm transition from Year 2 to Year 3 (including marking, books, learning habit puppets). This was greatly supported by 2 KS1 teachers moving up to Year 3. Children settled very quickly and all Autumn monitoring and establishment phase monitoring indicated that children had benefited from a seamless transition.</p> <p><i>Next steps 2019-20- Continue clear transition 2019-20</i></p>

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<p>F.</p>	<p>Increased attendance of disadvantaged pupils. Increased attendance of disadvantaged girls.</p>	<p>Attendance of disadvantaged girls is more in line with non-disadvantaged girls (school measure as national data comes much later in the year).</p>	<p>62 Pupil Premium pupils were below 96% attendance at the end of July 2019 - 36 of those are girls = 58% of the disadvantaged group.</p> <p>In 2017-18 the attendance of the disadvantaged group was 93.5%, all pupils' attendance was 95.3% (difference of 1.8%). In 2018-19 the attendance of the disadvantaged group was 95.03%, all pupils were 95.61% (0.58 gap). Attendance has improved and the gap has reduced.</p> <p><i>Next steps- Ensure attendance for the disadvantaged groups is above 96% and in line with national.</i></p>
<p>G.</p>	<p>To keep disadvantaged children from falling under safeguarding concerns safe and stable at school. Offer a wider support network to both the child and the family.</p>	<p>Case studies will highlight how children have continued to learn and make expected and better progress. Also how children feel safe and supported at school.</p>	<p>73% of children who are currently on our Windscreen of Needs are identified as DA.</p> <p>The number of children requiring Early Help/Social Care plans reduced from 48 pupils to 41 (Summer Term 19-part time shared with Newbridge Juniors).</p> <p><i>Next steps- Increase Early Help Officer to fulltime hours</i></p>

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4. Planned expenditure					
Planned activity	Cost	Reason for the approach	How the impact will be measured and reviewed	Staff lead/s	Impact of 2018-19 strategy
Termly pupil progress meeting and SLT book looks for every child 	£5,000	Collaborative meetings with SLT, class teacher, year group, leadership team, SENCO and attendance officer to carefully track monitor the needs of individuals. Planned interventions and target setting for disadvantaged children not on track.	Termly meeting, monitoring schedule, appraisal process, data collation, reviewing the impact of interventions.	SLT	Termly pupil progress reports have carefully tracked every child, including 3 yearly whole school book look from SLT. If children have not made the desired progress they have been adding to interventions. <i>Next Steps- Ensure interventions are rigorous and timely</i>
Introduce reading interventions Introduce the Better Reading Programme. Train four Learning Support Assistants to deliver an intensive one to one programme. The children read for 15-20 minutes 3 times a week. The programme lasts for 10 weeks. 	£16,000	The EEF identified reading comprehension strategies as one of the 10 most effective Pupil Premium strategies for primary schools. (+5 months progress and low cost).	Attainment and progress to be analysed and handed to SLT after each ten weeks. Pupils participating in intervention programmes make better than expected progress from their starting points	JG	We have trained five new adults to support reading. This makes a total of 5 TAs who have supported reading interventions this year. 39 children have been supported throughout the year and all have made progress. <i>Next Steps- Ensure BRP continues 2019-20</i>
Buy a home/school levelled reading scheme and introduce daily reading passports. 	£4,260	Home school reading will allow children the opportunity to practise daily reading at their level of reading proficiency.	Class teachers to track who is reading and challenge parents who are not participating during parents' evenings. English lead to write a letter explaining why children need to read- handed out.	JG	A new levelled home/school reading scheme was introduced early Autumn term. Passports and class tick sheets tracked those pupils who were regularly reading at home. Children were also

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			Spring 1- log kept.		awarded prizes for their effort in assemblies. <i>Next Steps 2019-20- Layer home/school reading with Accelerated Reader scheme. Challenge parents who are not supporting their child with reading at home.</i>						
<p>Introduce PIXL interventions</p> <table border="1" data-bbox="129 576 360 627"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>H</td> </tr> </table>	A	B	C	D	H	£1,092	PIXL is a non-profit partnership of over 1,600 secondary and 600 primary schools, sharing best practice.	Begin PIXL interventions in Year 6. Deliver as a whole class catch up approach.	JM	<p>PIXL training was delivered to all staff through staff meetings. All staff used PIXL to assess children's attainment at three stages throughout the year. \$ LSAs were trained to deliver PIXL interventions.</p> <p><i>Next Steps 2019-20- Target children and adults quicker who will benefit from PIXL interventions. Ensure technology is ready.</i></p>	
A	B	C	D	H							
<p>Introduce Talk for writing to years 3, 4, and 5.</p> <p>SLT to ensure that there are robust medium term plans for writing in place for years 3, 4, and 5.</p> <table border="1" data-bbox="129 1238 405 1289"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>H</td> </tr> </table>	A	B	C	D	E	H	£3,990	<p>Talk for writing has impacted KS1 writing.</p> <p>Medium term planning will support weaker teaching.</p>	Termly Pupil progress meetings, book looks and monitoring.	JG	<p>The English lead introduced Talk for Writing across years 3-5 and supported all Literacy medium term planning. It was noted in two school improvement visits that Children's literacy books showed clear progress due to this implementation. Weaker teachers benefitted from expert support.</p> <p><i>Next Steps 2019-20- English lead to continue to support medium</i></p>
A	B	C	D	E	H						

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					<i>term planning and talk for writing. Start supporting Year 6.</i>						
<p>Support teachers with effective AFL.</p> <p>Introduce a marking policy. Introduce writing toolkit.</p> <table border="1" style="width: 100px; text-align: center;"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>H</td> </tr> </table>	A	B	C	D	E	H	£2,665	<p>Use Hattie’s assessment research to launch marking and feedback within the lesson.</p> <p>The assessment toolkit has impacted KS1 writing.</p> <p>The toolkit will support AFL and provide short, timely and achievable targets.</p>	Termly Pupil progress meetings, book looks and monitoring.	JG	<p>Introducing a marking policy early into the Autumn term and brought cohesion across the school. A recent school improvement visit noted that pupils understand what they need to do to improve in Literacy. Teachers are developing their marking to make a difference within the lesson through over the shoulder marking.</p> <p><i>Next steps 2019-20- Monitor marking policy in Autumn term to ensure that children are receiving timely, effective feedback. Improve children’s understanding of how they can improve in mathematics.</i></p>
A	B	C	D	E	H						
<p>Re-introduce subject leadership.</p> <table border="1" style="width: 100px; text-align: center;"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>H</td> </tr> </table>	A	B	C	D	E	H	£2,300	<p>Subject leaders will raise the curriculum profile. Resulting in subjects being better planned, whole school differentiation, better resourcing, better monitoring and better pupil engagement.</p>	Set subject leaders expectations from January. Introduce monitoring and new topic books and non-negotiables to raise the profile of non-core subjects. Monitor and report to Head Teacher to inform the appraisal process.	SP	<p>Subject leadership has begun to impact on the curriculum. Subject leaders have been released for three days to develop curriculum long term and medium term planning alongside the Deputy Head Teacher.</p> <p><i>Next steps- introduce half termly monitoring to Yearly Subject leadership expectations.</i></p>
A	B	C	D	E	H						
<p>Develop teachers that have been identified as R.I.</p> <table border="1" style="width: 100px; text-align: center;"> <tr> <td>A</td><td>C</td><td>D</td><td>F</td><td>G</td><td>H</td> </tr> </table>	A	C	D	F	G	H	£2,808	<p>Bespoke support, Personal Improvement Plans. Timely targets, coaching, guidance and support.</p>	Bespoke support will be informally monitored. Personal Improvement Plan will be recorded and shared with the Head teacher.	SLT	<p>5 teachers have received bespoke, intense support from senior leaders this year.</p>
A	C	D	F	G	H						

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					All teachers have benefited from teaching and learning cpd.								
<p>Establish a vision for thinking. Introduce Claxton's 4 R's. Develop a whole school Metacognition approach that draws together BLP and Habits of mind.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td><td>G</td><td>H</td> </tr> </table>	A	B	C	D	E	F	G	H	£2,808	The EEF identified metacognition as one of the 10 most effective Pupil Premium strategies for primary schools. (+8 months progress and low cost).	Whole school action plan. Support from Trust Thinking Lead.	SLT	Three of the four R's have been introduced through assemblies. Parents are invited to Monday assemblies where children are awarded certificates for displaying the R habits. June's Governor reports comment positively on children using R habits in class and around school.
A	B	C	D	E	F	G	H						
<p>Improve SEND provision. Disadvantaged SEND group to make expected and better progress.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>H</td> </tr> </table>	A	B	C	D	H	£31,000	SEND provision meets individual needs.	SENCO to closely monitor the class provision of disadvantaged SEND children. SEND plan identifies barriers to learning and the support to be put in place.	AC	Children made good progress, which also included developing resilience and learning habits. Progress was captured through book looks, SENCO monitoring, tracking individual interventions and case studies.			
A	B	C	D	H									
<p>English and maths lead core provision groups</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>A</td><td>B</td><td>H</td> </tr> </table>	A	B	H	£4,292	Half termly cluster groups offering CPD and a chance to share good practice and learn from the best practice of others.	English and maths lead must be mindful to target PP children first (whenever possible).		Core group meetings were attended throughout the year. Teachers were able to network with colleagues and develop best practice.					
A	B	H											
<p>Develop better transition from KS1 To KS2.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>A</td><td>C</td><td>E</td><td>H</td> </tr> </table>	A	C	E	H	£3,425	PAC-UK identified disadvantaged children with complex needs can struggle with transitions.	<p>One Headteacher from September 2018. Shared vision, shared systems, building on KS1 strategies such as marking, talk for writing. Shared metacognitive strategies.</p> <p>Shared with all stakeholders including parents, Trust and Governors. Develop primary Curriculum days to include Winter/Summer Safety/Present Buying day/Enterprise week</p>	LC SP	Year Three benefited from a smooth transition that included two teachers moving up from KS1 to KS2. Also learning hero puppet, marking, targets and books remained consistent. Children were monitored as part of the establishment Phase and throughout Autumn term. They all settled well and quickly allowing no				
A	C	E	H										


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					time to be wasted and expectations to remain high. Next steps 2019-2020- repeat good practice.
<p>Launch Homework club Spring 1</p> <p>A B C H</p>	£5,420	<p>The EEF identified homework as one of the 10 most effective Pupil Premium strategies for primary schools. (+2 months progress and low cost).</p> <p>Buy homework books for years 3 and 4.</p>	Class teachers to track who is completing regularly. Send letters to those who are not- invite to homework club instead.	Year 3, 4 & 5	<p>One fifth of each year group attended homework club. The children that attended said they felt more confident completing homework at school where a teacher could help.</p> <p><i>Next steps- Increase homework club numbers.</i></p>
<p>Purchase Year 6 'Catch Up' curriculum resources</p> <p>A C H</p>	£10,000	To purchase a proven effective programme delivering catch up support.	Pupil progress meetings.	Year 6	Catch up materials (including text books) were purchased. Additional adults were also used from the Trust to support Year 6.
<p>Afterschool Peer tuition (trial Years 4 and 6)</p> <p>A B C H</p>	£2,737	<p>The EEF identified peer tutoring as one of the 10 most effective Pupil Premium strategies for primary schools. (+5 months progress and low cost).</p>	Identify tutors and tutorial targeted group. Identify a teacher to support. Organise a summer incentive for both tutors and those children being tutored. Track progress and evaluate intervention.	Year 4 and 6 lead one night each	<p>This only ran in Year 5. The deputy head and one other Year 5 teacher led a group for 10 weeks. Children all reported that their confidence had grown as a result.</p> <p><i>Next steps 2019- 2020- repeat good practice.</i></p>
<p>Breakfast pre teach club (Year 6 trial)</p> <p>A B C H</p>	£2,706	<p>Pre-teaching will develop children's confidence to grapple with learning.</p> <p>Identify children and teachers. Purchase breakfast materials.</p>	Monitor progress and evaluate intervention.	Year 6	One third of Year 6 regularly attended breakfast club. This helped their confidence and supported the practice they needed, especially with mental maths and times tables activities.


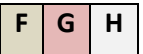
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					Next steps 2019-20- continue good practice.
<p>Private speech and language therapist</p> <p>A B D</p>	£6,200	The EEF identified oral language intervention as one of the 10 most effective Pupil Premium strategies for primary schools. (+5 months progress and low cost).	Private speech and language therapist one morning per week from September 2018.	AC	<p>An independent speech and language therapist has worked weekly to support pupils in year 3 and 4. She has liaised with teachers and LSAs throughout the year on how to promote a vocabulary rich environment and enable independence. She has undertaken full speech and language assessments where necessary and reported her findings to parents. There has also been liaison with school's EP to provide a joined up approach to identifying areas of need and to jointly provide feedback and recommendations to teachers. She has supported 8 pupils (50% were DA pupils) and each child has made good progress towards their individual targets, particularly around their understanding of vocabulary and sentence structure.</p> <p><i>Next steps 2019-2020- continue good practice</i></p>
<p>Early help officer</p> <p>A B C D E F G H</p>	£22,000	Our Early Help Officer ensures families are supported and Social Care targets achieved. Time is	<ul style="list-style-type: none"> Families are better supported which will impact positively on pupils' readiness to learn at school. Teacher's time is freed up to teach. 	MC	<p>73% of children who are currently on our Windscreen of Needs are identified as DA.</p> <p>The number of children requiring Early Help/Social Care plans</p>

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		also available for our looked after children.	<ul style="list-style-type: none"> Outcomes of our looked after children. 		<p>reduced from 48 pupils to 41 (Summer Term 19). Our Early Help Officer is now working on a full-time basis (in comparison to last academic year – part time shared with Newbridge Juniors). Identified vulnerable children were offered the summer activities (free of charge) to enrich their opportunities for play and exercise across the summer holidays. One DA pupils accessed support via Music Fusion over the summer holidays, with a view to continuing their work into the academic year.</p> <p><i>Next steps 2019-2020- continue this practice.</i></p>
<p>Attendance officer-partnership</p> 	£13,000	<p>September 2018- add attendance to weekly parent assembly.</p> <p>Share good practice. KS1 and KS2 attendance officers to work together each week. Share strategies and develop an attendance action plan. From January 2019.</p>	Attendance of disadvantaged group will improve closer to national.	PS, TH	<p>The KS1 attendance officer has worked closely with the KS2 attendance officer and deputy Head throughout the year. The attendance officer began home visits as part of the attendance drive. Good attendance was awarded in weekly assemblies.</p> <p><i>Next steps- continue to narrow the gaps so attendance of disadvantage children matched that of non-disadvantaged children.</i></p>
Cornerstones- whole school experiences- trips	£1,858	Providing for children's all round development by	Introduce Cornerstones Curriculum. Increase breadth and opportunity of	SP, KB	All Year group's benefited from enrichment opportunities that

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		<p>widening life experiences and promoting other interests.</p>	<p>children's life experiences which impact on learning. Including trips to museums, theatre, camping and residential visits. Map whole school Primary Curriculum experiences in Autumn 2. Source and organise trips. Maintain PE, Karate and begin Maths Club.</p>	EH	<p>supported curriculum development. This included local trips to the Dockyard, museums, theatres, Yr 6 residential and visits from local universities and theatre groups.</p> <p><i>Next steps 2019-2020- Continue to invest in curriculum enrichment and resourcing.</i></p>
<p>Parent engagement</p> 	£1,600	<p>Engaging parents and supporting their aspirations through effective communication, planned events and teacher relationships.</p>	<p>Invite parents to weekly celebration assembly. More newsletters. More opportunities for parents to come into school to celebrate topic. Map of when we communicate with parents for each year group. Purchase marvellous me app.</p>	Year Leaders and SLT	<p>Regular Coffee Mornings held throughout the school year for SEND pupils provided parents with information and resources, through guest speakers from outside agencies, to best support their children.</p> <p>Consultative drop-in session with targeted Early Help families allowed parents to share views on a range of difficulties that families feel that school could support them with. Early Help Officers are devising a schedule of skill based sessions to support parents. Outside agencies to collaborate with school to provide expert knowledge.</p> <p><i>Next steps 2019-2020- Continue to engage parents, ensure parents know how to support children at home</i></p>

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<p>Raise girls aspirations and attendance</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #d9ead3;">A</td> <td style="background-color: #d9ead3;">C</td> <td style="background-color: #d9ead3;">E</td> <td style="background-color: #d9ead3;">F</td> <td style="background-color: #d9ead3;">G</td> <td style="background-color: #d9ead3;">H</td> </tr> </table>	A	C	E	F	G	H	<p>Voluntary</p>	<p>In school analysis of our disadvantaged groups shows us that many disadvantaged girls have low aspirations and low attendance.</p>	<p>Church to run a voluntary aspiration group for targeted individuals.</p> <p>Approach family skills to see if they can run a parent group.</p> <p>Add famous female who have succeeded at their careers despite adversity to assemblies and topic planning.</p>	<p>SLT</p>	<p>Family skills didn't have space for KS2 but we have booked for 2019-2020.</p> <p>A leader from the church (with children's coaching qualifications) led a small intervention group (100% PP pupils) for 10 weeks. All assessments showed all girls made progress in their self-esteem and outlook.</p> <p><i>Next steps- Continue to make effective links with local church and community.</i></p>		
A	C	E	F	G	H								
<p>Nurture room</p> <p>Breakfast nurture club</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #d9ead3;">A</td> <td style="background-color: #d9ead3;">B</td> <td style="background-color: #d9ead3;">C</td> <td style="background-color: #d9ead3;">D</td> <td style="background-color: #d9ead3;">E</td> <td style="background-color: #d9ead3;">F</td> <td style="background-color: #d9ead3;">G</td> <td style="background-color: #d9ead3;">H</td> </tr> </table>	A	B	C	D	E	F	G	H	<p>£2,000</p>	<p>One trained LSA and ELSA will run nurture and intervention groups for children who do not learn best within a larger class size. Emotional needs will be met and taught alongside targeting progress in learning.</p>	<p>Progress and attainment of the group. Both academic and SEMH.</p>	<p>JK, DB</p>	<p>This year has been a trial year for our Nurture provision. A total of 14 pupils accessed the provision with a combination of daily (4 pupils) and/or timetabled access twice a week (10 pupils). Of those pupils who attended daily, 3 pupils were able to transition back to the classroom, resulting in a drop-in session to the Nurture provision to continue their social and emotional skills development. The remaining pupil transferred to home education. Targeted vulnerable pupils (12 pupils over the course of the year) have accessed breakfast club within the Nurture room. This has impacted on their readiness for the start of the school day and the Nurture team have been on hand to talk with</p>
A	B	C	D	E	F	G	H						

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					<p>pupils if they come into school feeling upset.</p> <p><i>Next steps 2019-2020- Continue provision</i></p>								
<p>Develop effective relationships</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td><td>G</td><td>H</td> </tr> </table>	A	B	C	D	E	F	G	H	£15,976	<p>Research highlights that relationships are crucial to good quality learning and teaching.</p>	<p>September 2018 Establish school vision and positive behaviour policy. Summer 2019. Train a second LSA in ELSA. Train both nurture teachers in Team Teach. Train staff in attachment aware and restorative practice.</p>	LC	<p>The ELSA team worked with a total of 23 pupils throughout the year of which 19 pupils made progress in their social and emotional skills. The remaining 4 pupils will continue to work on these skills in the new academic year. MSAs were all trained in Restorative practice.</p> <p><i>2019-2020 Next steps- Continue Restorative practice and begin Attachment Aware training with Educational Psychologist</i></p>
A	B	C	D	E	F	G	H						
<p>Break time free fruit stall</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>A</td><td>G</td><td>H</td> </tr> </table>	A	G	H	£2,000	<p>In school research shows that over a third of children are not bringing in a snack for break. If children are hungry they will find it harder to concentrate or manage their behaviour for learning.</p>	<p>Purchase fruit- Year 5 and 6 to run a free fruit scheme in the lower hall at break time. Also monitor that children are selecting healthy snacks from their lunchboxes. January 2019</p>	SLT	<p>Fruit is given out every playtime. This has been well received by many children.</p> <p>Next steps 2019-2020 - Increase fruit budget- target disadvantaged families.</p>					
A	G	H											
<p>Free Milk</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>A</td><td>G</td><td>H</td> </tr> </table>	A	G	H	£3,144	<p>If children are hungry they will find it harder to concentrate or manage their behaviour for learning.</p>	<p>Financial support for Pupil premium pupils to receive free milk each day.</p>	Admin	<p>Disadvantaged children were all offered milk. 47 children took milk daily.</p> <p>Next steps 2019-2020- continue with this initiative</p>					
A	G	H											

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<p>Keep up-to-date with research.</p> <table border="1" data-bbox="129 300 495 352"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> <td>G</td> <td>H</td> </tr> </table>	A	B	C	D	E	F	G	H	<p>£5,616</p>	<p>Continue to keep abreast with latest research and studies of schools who have effectively supported Pupil Premium. Find schools with a similar socio-economic demographic.</p>	<p>Adapt provision as necessary. Join a local or Trust Pupil Premium cluster group.</p>	<p>SP and SC</p>	<p>The deputy has begun to collaborate with the wider Trust. Purchasing 'The Key' has been of great support.</p> <p>Next steps 2019-2020- Protect time for wider research.</p>
A	B	C	D	E	F	G	H						
<p>Total budgeted cost</p>	<p>£173,897</p>	<p>For further information please contact Kim Broadbent-Office Manager</p>											

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