

Pupil Premium Strategy Statement: Forest Academy 2018-2019 Outcomes

1. Summary Information					
School	Forest Academy				
Academic Year	2018-2019	Total PP budget	£113,786.34 (including £24, 241.34 carry forward)	Date of most recent PP review	February 2019
Total number of children	400 (including nursery)	Number of children eligible for PP	58	Date for internal review of this strategy	September 2019

2. Attainment 2018 (Based on year 6 results)			
	Forest Academy figures for children eligible for PP (9 children)	<i>Forest Academy figures for children not eligible for PP</i>	<i>National figures for children not eligible for PP</i>
% achieving expectations in reading	67%	73%	73%
% achieving expectations in writing	67%	91%	79%
% achieving expectations in maths	78%	91%	76%
Progress measures in reading	-2.6	-1.6	0.3
Progress measures in writing	-2.5	-1.0	0.2
Progress measure in maths	-1.7	-2.3	0.3

3. Barriers to future attainment (for children eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Some children may have poor language and communication skills which affect all aspects of literacy, communication and language and impairs learning across the curriculum.
B.	Some children, may not be working at an age related level and have conceptual gaps or misconceptions.
C.	Some children, may require emotional well-being and behaviour support to enable them to maximise learning opportunities.
External barriers (<i>issues which also require action outside of school, such as low attendance rates</i>)	
D.	In some cases, children may have low cultural capital (e.g. books, resources and life experiences) therefore we provide different enrichment experiences, immersion events and resources.
E.	In some cases, inconsistent attendance and punctuality
F.	In some cases, parental engagement and aspirations are low. There is a lack of regular routines including home learning,

		reading, and spellings and having the correct equipment. Education is undervalued.
4. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A.	<ul style="list-style-type: none"> To develop opportunities for oracy across the school To embed and sustain a reading culture that ensures all children read regularly and develop 'a love of books' Children read regularly and have access to high quality texts Children will write extended pieces and receive effective feedback to improve their writing Children's use of mathematical talk and use of vocabulary is increased. 	<ul style="list-style-type: none"> To fully embed the use of Talk for Writing in EYFS and KS1. To renew our CFS status and ensure all new members of staff have received the Communication 4 All training (Elklan). Skills Practise in English to focus on specific teaching of vocabulary once a week. Core texts (linked to Accelerated Reader) provided for children and used regularly in English sessions. Children have the opportunity 4 times a week to listen to staff reading high quality texts outside of normal class reading (3.00pm daily). Children (who need to) will have opportunities for additional reading in school. Staff to promote Forest's Fantastic Reads as a means for sharing high quality texts and milestones are celebrated in assembly. Introduction of StoryTime Phonics – an emphasis on teaching phonics using 'real' books. Reading tracked weekly and celebrated with 'Racing to Read'. Teachers to give a higher emphasis to 'in the moment' marking, providing instant feedback. Use of feedback stickers to identify areas of strength and those to be addressed. Children are encouraged to develop their reasoning skills, using mathematical talk in line with WRM.
B.	<ul style="list-style-type: none"> To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged children so they may make progress by meeting (or exceeding) age related national expectations. To ensure children consolidate basic skills To respond rapidly with targeted teaching for children at risk of underachievement. 	<ul style="list-style-type: none"> Children will meet (or exceed) age related national expectations in English and maths. All staff will receive appropriate CPD to facilitate their development and high quality teaching. Teachers will use accurate formative assessment to adapt teaching sequences (and plan) to pupil's need. Teachers will give children weekly opportunities to consolidate key skills in phonics, reading and maths. Support staff will support learning effectively. Additional intervention sessions in place, based on gaps/need (year 6 boosters, Success in Arithmetic). Pre and post teaching is delivered as required.

C.	<ul style="list-style-type: none"> To engage with support to develop emotional well-being. To engage with support to manage behaviour 	<ul style="list-style-type: none"> Class teachers to refer children for ELSA support, identifying specific needs and setting goals. Staff and children to develop a whole school ethos, working with the 'Art of Brilliance', to develop strategies which will positively impact on mental well-being. Class teachers to liaise closely with CISS to implement clear BSPs
D.	<ul style="list-style-type: none"> To deliver an engaging, broad and balanced curriculum. 	<ul style="list-style-type: none"> Immersion Days used to launch new topics and give children opportunity to experience new things e.g. being 'evacuated' in WW2 – giving children a hook for their writing. Providing opportunities for parents to come into school to share and celebrate children's learning e.g. French café. Pupils will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day. We plan for a variety of trips (e.g. trip to watch the Lion King) and invite visitors into school to inspire children (e.g. various authors, Kagera Day – African singing and culture). Age appropriate skills and knowledge are taught within a thematic curriculum. Specialist sports coaches to upskill teachers and help prepare children for tournaments.
E.	<ul style="list-style-type: none"> All disadvantaged pupils will meet national expectations for attendance and punctuality. 	<ul style="list-style-type: none"> All our disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96.4%). Parents will be informed immediately if their child's attendance drops below 95% or has 8 sessions of unauthorised absence. Families to engage with Safeguarding and Welfare Officer and where appropriate the Educational Welfare Officer. Breakfast club will be offered to priority pupils.
F.	<ul style="list-style-type: none"> Children will have opportunities in school to read, consolidate spellings, times tables and complete home learning. 	<ul style="list-style-type: none"> Additional meetings with parents to discuss targets and talk about pupil progress (January and June). Parental support offered through regular drop-in sessions with a family support worker. Daily opportunities provided for use of Lexia outside of the school day –from 8.30 am and during the lunch hour. 3 sessions after school to provide support with home learning and access to the internet e.g. for Mathematics.

5. Planned Expenditure					
Academic year		2018-2019			
i. Quality of teaching for all					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date and impact
A) To develop speaking and listening skills throughout the setting	<p>School to renew its CFS. All staff to receive up to date Communication 4 All training across three PD days.</p> <p><i>Session 1</i> to include a revisit of the Talk for Writing session, review current practise and how to move forward.</p> <p><i>Session 2</i> to focus on vocabulary. All staff to be given practical examples which can be immediately implemented to improve practise. Many are suited to guided reading and skills sessions in English.</p> <p><i>Session 3</i> to review blank level questioning and how to ensure type of questioning enables children to develop their own learning and following their chosen lines of enquiry.</p>	<p>Research has shown that there can be a significant difference in vocabulary of different groups. The Early Catastrophe Paper (Hart and Risley, 2003) reports: Vocabulary (at age 3) of a child from a disadvantaged family: 500 words Vocabulary (at age 3) of a child from a professional family: 1,100 words</p> <p>It is important to develop and increase all pupils’ vocabularies.</p>	<p>Training to be delivered and evaluated – staff to identify further CPD needs. Adapt training as necessary.</p> <p>Senior leaders to complete regular ‘drop-ins’ and observations to ensure training is being implemented e.g. working walls are regularly updated, visual time tables are in place, use of Wordariums to collect unfamiliar/new vocabulary.</p> <p>Staff to use Makaton signing to support children in class.</p> <p>Fortnightly book scrutinies to ensure use of Talk for Writing results in well structured, extended pieces of writing modelled on core texts (including use of new vocabulary).</p>	All staff	<p>July 2019</p> <p>CFS: CPD programme is planned for autumn term, starting on PD days. This will ensure continuity of accreditation, refresh previously trained staff and upskill new staff.</p> <p>Positive impact seen in EYFS as evidenced by SEO reports. Adult and child interactions are improved; better questioning and modelling of language.</p> <p>Monitoring of work and drop ins provide good evidence of strategies being embedded and having a positive impact on T&L. There is more consistency between classes and the progression through the year groups is clear.</p> <p>Talk for writing is embedded from EYFS. Most teachers have attended Talk for Writing Training and we will continue to train staff as appropriate.</p> <p>Core texts are used effectively. Teachers ensure sufficient time is spent immersing children in the selected texts to maximise all learning opportunities. Children speak positively about texts that they have become very familiar</p>

	<p>All staff in EYFS and KS1 to be trained in Makaton.</p> <p>New resources purchased to improve CLL provision.</p>				<p>with. Texts are chosen carefully to enhance thematic topics. Makaton resources are in school ready for training in autumn term for EYFS and KS1 staff. EYFS have purchased resources to improve CLL. Additional funding secured from Tesco bid is being used to resource topics and continuous provision. External monitoring provides evidence of the good provision across EYFS.</p>
<p>A) To develop reading for pleasure as a means for raising attainment</p>	<p>Children hear teachers reading a range of high quality texts daily.</p> <p>Children encouraged to choose books from the 'Forest's Fantastic Reads' - a list of recommended books, chosen for their level of challenge, rich use of language and all have Accelerated Reader quizzes for children to complete.</p> <p>Introduction of StoryTime phonics – phonics taught using real books.</p> <p>Investment in new books. Children to 'apply' the job of librarian.</p>	<p>Education Endowment Foundation found that disadvantaged pupils can make 5+ months progress using Accelerated Reader. Accelerated Reader diagnoses ranges of books appropriate for pupils, who then complete quizzes on books they have read.</p>	<p>Children's achievements are celebrated in weekly sharing assemblies.</p> <p>Data from AR used to monitor progress and ensure children are selecting books that are appropriate to their ability and interest level.</p> <p>'Forest's Fantastic Reads' books to be reviewed at the end of the academic year, allowing children to provide feedback on their favourites and make suggestions for possible changes.</p>	<p>Teachers</p>	<p>July 2019</p> <p>Forest Fantastic Reads has raised the profile of quality texts across the school. Many children have achieved the Platinum Award. We look to include these selected texts in topic, class stories and intervention sessions and through the use of film, to enthuse children and encourage them to develop a love of reading. We have revised the texts based on the children's interests and feedback from the current selected texts.</p> <p>AR Star Reader Assessments are being used more diagnostically to enable staff to know how to adapt their teaching.</p>

<p>A) To increase regularity of reading of high quality texts</p>	<p>English planning to be driven by use of core texts, usually relating to the thematic topic. Copies provided for the children.</p> <p>Skills practise in English ensures that all children are heard read by an adult (CT/TA) at least twice a week.</p> <p>Teachers choose engaging texts for guided reading and plan learning based on retrieval, meaning and inference. Use of SATs question stems to support this.</p> <p>Home reading books in KS1 follow a structured programme based on children's reading ability. Home reading books in KS2 are allocated based on AR diagnostic assessment and are colour banded.</p> <p>Investment in new books.</p>	<p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p>	<p>English lead to monitor planning weekly. Support staff to adapt planning where necessary and provide additional resources as needed.</p> <p>Drop-ins and book scrutinies as above.</p>	<p>English lead HTs Class teachers</p>	<p>July 2019 Forest Fantastic Reads has been well received with many children achieving Platinum.</p> <p>Staff use these quality texts for core texts, themed topic links and for class stories. The books are promoted visually through attractive displays and new texts purchased to ensure there are sufficient copies available and these are in a good condition.</p> <p>Home reading books are carefully monitored. Children who are still developing their phonic knowledge are given the correct phonic phase book as well as their chose Forest Fantastic Reads text. The Forest Fantastic Reads texts are all based on AR reading-age colour banded books. Children who may not have reached the age appropriate colour banded books will still be exposed to these high level texts through the selected core texts.</p>
---	---	--	---	--	--

A) Pupils to regularly write extended pieces and receive effective feedback to improve these pieces.	Every class will complete an extended piece of writing at least fortnightly, or write over a sustained period of several days. Pieces will use engaging texts/media as stimulus and be linked to topics where appropriate. Teachers will give useful feedback, and give the pupils guidance and time to react/respond to this. In the moment marking is used where possible giving children the opportunity to talk about how to improve their written work.	<p><i>Good literacy skills underpin academic success in every subject.</i> ‘In my view, the most important thing a school can do for its pupils—and for society—is to teach them to read and write well.’ Sir Kevan Collins, Chief Executive Education Endowment Foundation.</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into:</p> <ul style="list-style-type: none"> • Pupils having clear goals/objectives. • Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. 	<p>As above</p> <p>Review feedback policy regularly to ensure it is impacting positively on all children and they are making expected (or better) progress.</p> <p>Track data.</p>	All staff	<p>July 2019</p> <p>All children write regularly and there is evidence that they are given age-appropriate opportunities to produce extended pieces. Feedback is given in various ways:</p> <ul style="list-style-type: none"> • Verbal in the moment feedback • Tickled pink and green for growth comments • Marking stickers that identify strengths and areas to work on <p>In year 2, children start to use purple pen to edit and improve their work. Teachers provide time for children to return to their work to respond to feedback. Self-regulation and peer reviewing of work is integral to IPEELL.</p>
A) To increase the use of mathematical talk by pupils and secure use of mathematical vocabulary.	Staff to use WRM to develop engaging sessions which promote use of mathematical talk for reasoning and use of correct vocabulary. Working walls to support this.	<ul style="list-style-type: none"> • <i>Encourage pupils to take responsibility for, and play an active role in, their own learning</i> • <i>This requires pupils to develop Metacognition – the ability to independently plan, monitor and evaluate their thinking and learning</i> <p>From the Improving Mathematics in Key Stages Two and Three Guidance Report 2017, Education Endowment Foundation.</p>	Drop-ins and book scrutinies as above.	All staff	<p>July 2019</p> <p>White Rose Maths has increased children’s ability to discuss and reason verbally and this is then transferred into their work.</p>

B) For PP pupils to make (or exceed) expected progress.	<p>Staff to receive regular CPD based on need.</p> <p>Increase accuracy of assessment and make effective use of this to plan lessons which target key areas for development e.g. SATs analysis revealed the need for teaching more inference and use of complex vocabulary.</p> <ul style="list-style-type: none"> • triangulate test data, evidence in books, teacher assessment • attend cluster moderation 	Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers	<p>Drop-ins and book scrutinies as above.</p> <p>Track data</p>	All staff	<p>July 2019</p> <p>A range of data is triangulated to ensure accurate assessment. Staff have become more aware of the compounding issues of many disadvantaged children. We have tried to increase parental engagement through more activities that bring parents in and through additional parent consultation meetings where clear targets and actions are agreed. We have increased CPD using internal and external providers. By retaining staff we expect to see the benefits of CPD.</p>
B) To have rigorous basic skills approaches in place for maths	<p>Smaller class sizes in year 6.</p> <p>Additional experienced HLTA in KS2</p> <p>Staff to continue to plan and deliver 30 minutes daily arithmetic practise based on needs identified in the arithmetic tests.</p> <p>Children in KS2 who have been identified as having gaps in these basic skills, to have additional x3</p>	<p>Pupils need a sound understanding of number bonds and times tables to free the working memory to successfully apply more complicated maths operations. Daniel Willingham (Psychologist at the University of Virginia) states: Automatic retrieval of basic maths facts is critical to solving complex problems because complex problems have simpler problems embedded in them.'</p> <p>Regular practice ensures consolidation.</p>	<p>Drop-ins and book scrutinies as above.</p> <p>Track data</p>	All staff	<p>July 2019</p> <p>Experienced teachers in Yr4/5 have helped to increase the number of children achieving GD. The HLTA has provided valuable support across Yr 3. Children's arithmetic skills are good and even LPAG children show increasing confidence to carry out calculations using a range of formal and informal methods.</p> <p>Staff identify barriers to learning and these must be addressed to improve progress. E.g. quick recall of times table facts. Pre and post teaching had a positive impact. SIA has positive impact developing confidence</p>

	<p>sessions a week of Success in Arithmetic – a structured program teaching the four operations.</p> <p>Pre/post teaching delivered as required.</p> <p>IPADs purchased to allow access to educational APPs e.g. Mathletics, Mymaths</p>	<p>Smaller group sizes mean disadvantaged pupils can access more of teachers' time with tightly focused direct teaching.</p> <p>Additional adults mean pre-planned intervention groups can take place and also ad-hoc according to need (pre/post teaching).</p>			<p>in arithmetic.</p> <p>In some year groups, more children than before are achieving GD.</p> <p>All classes have regular access to ICT to make use of mathematics programmes. Additional sessions are run daily before, during and after school to increase access for children who require additional support or may not have the internet at home.</p>
<p>B) To have rigorous basic skills approaches in place for phonics and grammar</p>	<p>Staff to implement new Storytime phonics, using real books to teach letters and sounds. CPD for all EYFS and KS1 staff booked for March 2019, ready to launch in the summer term.</p> <p>Staff to use evidence from formal assessments and written work to plan sessions which target key areas for development. These are to be addressed through the daily skills session and during shared writing.</p> <p>In the moment marking used to look at extended pieces of writing with children and revise as</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year-olds) as they begin to read.</p> <p>The use of a systematic synthetic phonics programme was shown to give children a flying start with their reading, writing and spelling, it was effective for catch-up, it reduced special educational needs across the schools and it enabled higher numbers of children to transfer to their secondary schools well equipped to access the curriculum," Grant (2013)</p>	<p>Drop-ins and book scrutinies as above.</p> <p>Track data</p>	All staff	<p>July 2019</p> <p>Storytime Phonics was introduced in march and it is well received by children and staff. The LPAG children were enthused by the engaging use of real books to teach sounds. The Year 1 cohort had a significant number of LPAG children, 62% GLD. This year 67% passed the phonics screening check. Those that did not pass are mostly SEND, EAL or have EBD. Assessment shows children are acquiring good grapheme/phoneme knowledge but they are not blending. This is an area to focus on next year through additional TA hours to hear children read daily and the purchase of more phonics banded reading books. 10/11 year 2 children passed the screening check this year. Children are more confident to use a range of sentence structures effectively and they are punctuating appropriately. In the moment feedback is encouraging children to revise their work. Children are able to use ICT regularly to access</p>

	necessary e.g. to add the correct punctuation, reading aloud to check for sense. IPADs purchased to allow access to educational APPs e.g. Lexia, Nessy				educational programmes such as Lexia, Accelerated Reader and Nessy.
B) To use CPD to ensure teaching is of an excellent standard	To facilitate an additional 12 hours per year of focused CPD for teaching staff and support staff led by SLT, middle leaders and experts.	July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership	All foci are part of School Development Plan and Self Evaluation.	SLT	<p>July 2019</p> <p>All teachers and TAs have benefitted from additional CPD this year. Some of this has been provided internally by our experienced staff and some has been bought in:</p> <p>English: Storytime Phonics, spelling, teaching reading, Letter Join, Talk for Writing, Greater Depth Writing</p> <p>Maths: xxxxxx</p> <p>Science: 2sessions with Claire Sealy progression of skills, developing child led inquiry.</p> <p>PE: Gymnastics, REAL PE</p> <p>PSHE: Introduction to new units</p> <p>Physical and Mental Wellbeing: Art of Being Brilliant, Trauma, ELSA. Inclusivity and Diversity, Mental Health First Aider.</p> <p>SEND: termly SEN sessions which linked to Peer SEND Review and Achievement for All.</p>
D) School will deliver an engaging, broad and balanced curriculum which inspires pupils to	Children become Historians and Geographers by gaining knowledge and understanding through the use of a wide range of skills. To deliver high quality	Ofsted Requirement: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical	Medium term plans to be reviewed regularly by age phase leaders. Middle leaders to monitor planning and teaching and learning. Present standards in subjects using a SEF –	Middle leaders responsible for subjects	<p>July2019</p> <p>The curriculum continues to evolve to meet the needs and interests of our children. We have developed our curriculum statement which sets out the intent, implementation and impact. Cross curricular teaching continues to be our passion and we have improved the consistency and progression of science throughout the school. External monitoring of</p>

learn and encourages lifelong learning.	<p>practical science lessons driven by pupils, in line with PLAN documents.</p> <p>To evaluate provision of the arts and gain reaccreditation of Artsmark.</p>	and artistic learning.	giving clear action points.		<p>the standards of science T&L in school is evidence of the positive impact of CPD and the introduction of PLAN resources.</p> <p>We have introduced knowledge organisers for science, geography and history. These provide a clear overview of the key vocabulary, content and concepts covered in each topic.</p> <p>The Geography/History Subject lead has registered the school for the Primary Geography Quality Mark and we will work towards this next academic year.</p> <p>We have been visited by an Artsmark representative to discuss our current provision and we have prepared our Statement of Commitment.</p> <p>The school has provided many enrichment opportunities. These include: trips to the theatre and visiting theatre performances, trips to zoos, castles, a residential for year 6, first aid training, science and ICT enrichment visits, a careers fayre and a trip to KidsZania.</p>
Expenditure to improve quality teaching for all: £65,125.09					

ii) Targeted support					
C) For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally ready to learn.	<p>Daily breakfast club to serve as a platform for additional structured time, intervention and enrichment. Offered to those children where a need has been identified by staff.</p> <p>Lunch time playleaders/nurture group TA to support children with SEND/EBD.</p> <p>Trained ELSAs in school who work with children identified by school staff and parents. Focus on developing mental well-being. This follows a structured programme which can be measured against targets set collaboratively with parents at the beginning of these sessions.</p> <p>Focus group of years 4 and 5 to work with the 'Art of Being Brilliant', developing a whole school ethos to be disseminated through assemblies. Focus on what makes a happy school and the importance of looking after ourselves, both physically and mentally.</p> <p>School has purchased CISS packages to bring in outside agencies to work with children and support staff teaching children with SEND/EBD.</p> <p>Amba Keeble (Sharing Parenting) provides regular drop-ins to offer parent support.</p>	<p>The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year.</p> <p>Breakfast clubs improve attendance/punctuality.</p> <p>91% of ELSA's commented that working as an ELSA has helped facilitate improved outcomes for pupils accessing sessions.</p> <p>(The ELSA programme in Cheshire West and Chester – Evaluation Report, DR. Lisa Edwards, September 2016.</p>	<p>Pupil perceptions as part of the safeguarding audit.</p> <p>Monitoring against targets (ELSA & CISS).</p> <p>Liaising with parents.</p>	SLT	<p>July2019</p> <p>Breakfast Club is increasingly popular. We continue to target families where there is known need. We also target families where children have had poor attendance. Staff includes a trained ELSA and this provides a daily opportunity for children to touch base with her.</p> <p>Our two ELSAs provide early support to children with a range of emotional needs. Both have been very successful supporting children who have experienced trauma and bereavement.</p> <p>All staff and the Year 4 and 5 children took part in the Art of Being Brilliant programme. We now have a trained Mental Health First Aider in school to support staff and children.</p> <p>The core CISS package has supported our most vulnerable children. Next year, we will not buy the additional CISS packages as we will increase the SEND support bought in this year as this has been more effective in meeting the needs of children and staff. Support from Amba Keeble has increased throughout the year. Parents see her as a supportive early help route and we have held group sessions and signposted parents to her when required. She will also attend parent evenings to introduce herself early in the school year and group sessions will continue next year.</p>

E) To improve the attendance of disadvantaged pupils.	<p>Disadvantaged pupils to be targeted to attend breakfast club (see above).</p> <p>Safeguarding and Welfare Officer to track attendance on a weekly basis and address with families</p> <p>School to follow attendance policy and work with Educational Welfare Officer to robustly address difficult cases.</p> <p>Whole school reward system to be high profile across the school and children rewarded.</p>	<p>Addressing any attendance concerns is key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring.</p> <p>By informing parents regularly about attendance you can raise awareness of the implications of poor attendance and pre-empt possible attendance issues.</p>	<p>Attendance at breakfast club to be monitored.</p> <p>SLT to 'recruit' key pupils to breakfast club.</p> <p>Safeguarding and Welfare Officer to track weekly findings/trends.</p> <p>Records of Educational Welfare Officer engagement/actions to be kept.</p>	SLT and Safeguarding and Welfare Officer	<p>July2019 Breakfast Club is increasingly popular. We continue to target families where there is known need. We also target families where children have had poor attendance. Staff includes a trained ELSA and this provides a daily opportunity for children to touch base with her.</p> <p>Attendance Overall attendance – 95.3% EAL – 95.8% SEN Support 91.5 – This is holding at this level. (1 pupil on dual placement, 2 pupils on a part time timetable) Another child who had been PT is now back FT.</p> <p>Pupil Premium – 92.1% - several pupils in this category have had attendance letters and some are on fast-track with EWO.</p> <p>The EWO meets with families regularly We have issued 14 Penalty Notices and 5 Notices to Court.</p>
B & F) For identified gaps in learning to be addressed.	<p>Varied interventions (<i>according to need</i>) to be provided before (<i>and sometimes during</i>) school by a range of staff. These include LEXIA, Success in Arithmetic.</p> <p>Children offered after school support with home learning three times a week, including ensuring adequate access to ICT resources.</p> <p>CGP revisions guides provided for children in years 2 and 6.</p>	<p>Gaps identified in formative assessment allow for precisely targeted teaching to remedy these.</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into:</p> <ul style="list-style-type: none"> • Pupils having clear goals/objectives. • Teachers 	Data drops	SLT	Half-termly

		providing pupils with modelling/sc affolding/ap appropriate steps to achieve them.			
F) Parental meetings	<p>Additional meetings with parents to discuss targets and pupil progress – focus on attendance and learning behaviours. Carry forward from work with AFA.</p> <p>Parent drop-ins focusing on attendance, 'sharing parenting', ELSA.</p>	'The structured conversations have led to positive changes for both schools and parents in the home-school relationship' – Achievement for All, National evaluation.	Monitor data and individual targets.	Class teachers	<p>July 2019</p> <p>Increased focus on progress of disadvantaged children at pupil progress meetings is then followed up by teachers meeting with parents. These discussions help parents to know how they can help their children by providing clear targets to address barriers to learning. It also helps staff to understand the complex challenges faced by parents who may struggle to support their child.</p>
Expenditure for targeted support: £21,715.55					

iii. Other approaches (Enrichment and experiences)					
D) For pupils to access a range of social/cultural/sporting experiences, visits and activities.	<p>Planned immersion days to launch topics (link to IPEELL), half termly in all year groups.</p> <p>Pupils will partake in cultural visits. E.g. to London, local museums, zoos, places of worship etc. These are subsidised as required.</p> <p>Visitors will attend the school. E.g. a Viking warrior and a Roman Soldier.</p> <p>Curriculum days with a specific SMSC focus delivered four times a year as part of the Mildenhall cluster.</p> <p>Links made with local secondary schools to allow children access to specialist teaching and resources e.g. catering at Ixworth Free School.</p> <p>'More Able' children given the opportunity to work with Tomorrow's Achievers – specialist master classes for exceptionally able children.</p>	<p>Ofsted Requirement: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p> <p>Pupils' horizons will be broadened and they will learn more about culture, history and geography.</p>	Evaluate experiences and trips using EVOLVE.	SLT/class teachers	<p>July 2019 The children have enjoyed a number of exciting immersion days to enhance topic learning and act as a stimulus for English.</p> <p>All children have had the opportunity to take part and attend a number of cultural visits.</p> <p>We regularly approach low income parents to offer support with trips and additional activities in school. Furthermore, we look for trips that have free admittance or free transport provided.</p> <p>Visiting theatre trips provide a very affordable experience.</p> <p>We secured free holiday activities for a number of low-income families.</p> <p>We have been awarded the Gold PE Award this year which reflects the high participation rates in school.</p> <p>We have extended swimming to UKS2 to increase the number of children leaving able to swim four strokes over 25meters.</p>

					<p>We have increased the links with high schools and both year 5 and 6 benefit from the special activities they provide.</p> <p>The school regularly holds more able events/activities to challenge and inspire children. We have a longstanding working relationship with Tomorrow's Achievers. We have introduced an engineering club which uses programming in response to children's interests.</p>
Expenditure for other approaches (enrichment and experiences): £343. 77					
Total expenditure cost: £87,184.41					