

Pupil Premium Strategy Statement: Wygate Park Academy

1. Summary Information					
School	Wygate Park Academy				
Academic year	2020/21	Total PP budget	£32649	Date of most recent pp review	July 2020
Total number of pupils	241	Total number of pupils eligible for PP	24	Date for next internal review of this strategy	January 2021

2. Current Attainment – 2019 Data			
		Pupils eligible for PP	Pupils not eligible for PP
Year 6	% achieving at or above in reading, writing and maths	N/A	N/A
	% achieving at or above in reading	N/A	N/A
	% making expected progress in reading	N/A	N/A
	% achieving at or above in writing	N/A	N/A
	% making expected progress in writing	N/A	N/A
	% achieving at or above in maths	N/A	N/A
	% making expected progress in maths	N/A	N/A
	Progress Measure in Reading	N/A	N/A
	Progress Measure in Writing	N/A	N/A
	Progress Measure in Maths	N/A	N/A
Year 2 SATs	% achieving at or above in reading	N/A	N/A
	% making expected progress in reading	N/A	N/A
	% achieving at or above in writing (as of autumn 2019)	N/A	N/A
	% making expected progress in writing (as of autumn 2019)	N/A	N/A
	% achieving at or above in maths (as of autumn 2019)	N/A	N/A
	% making expected progress in maths (as of autumn 2019)	N/A	N/A
Year 1 Phonics	Passing the phonics screening check	N/A	N/A

EYFS (0)	Achieving a good level of development	N/A	N/A
3. Barriers to future attainment (for pupils eligible for PP including high ability)			
In-school barriers (issues to be addressed in school, such as poor oral language skills)			
A	For some pupils eligible for pupil premium, their emotional readiness for learning is a barrier to their progress. This is often due to personal and social trauma/poor home learning environment)		
B	Limited Speech & Language skills which impacts on Learning		
C	Gaps in Prior learning		
External barriers (issues which also require action outside school such as low attendance rates)			
D	Pupils with PP have involvement with external agencies to aid them in developing emotional readiness for learning as a result of personal and social trauma/poor home learning environment		
E	Attendance		
F	Access to resources, such as books, libraries, life experiences (especially cultural).		
G	Low aspirations about what can be achieved and how to be successful and limited access to positive role-models.		
H	A lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit).		

4. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A	Emotional issues of pupils addressed through improving attentiveness, resilience and engagement.	Pupils are more able to access learning and make progress in line with non PP pupils
B	Higher rates of progress in reading in both key stages	Pupils eligible for PP make as much progress as 'other' pupils in reading, writing and maths. This will be measured by teacher assessments and moderated across the federation of 7 schools. Formative assessment will show gaps being addressed. Pupils will make (or exceed) expected progress.
C	Higher rates of progress in writing in both key stages	
D	Higher rates of progress in maths in both key stages	
E	Attendance – Overall PP children’s attendance was at 93.82% compared to 95.99% for no-pp chn for the academic year 2019/20.	PP children have a similar attendance rate as all other children.
F	Pupils are exposed to a wide range of social/cultural and sporting experiences.	Pupils attend events/visit places they would not usually be exposed to.

5. Planned Expenditure						
Academic Year	2020/21					
Improving classroom pedagogy, provide targeted support and support whole school strategies using PP						
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 well implemented	Staff Lead	Date of reviewing implementation	Cost
To use CPD to ensure teaching is of an excellent standard	To facilitate additional focused CPD sessions for teaching staff led by SLT, middle leaders and experts (SLE, Trust Subject Leads)	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.	HoA SLT	Half termly	£3000 staff CPD training, inc TSA Alliance membership
For identified gaps in learning to be addressed.	Varied interventions (according to need) to be provided before (and sometimes during) school.	Gaps identified in formative assessment allow for precisely targeted teaching to remedy these. Provisions tracked using Provision Map and reviewed half termly by TA & CT to analyse impact	Progress will be checked half-termly. Teaching Assistants to be employed to create a "whole school" intervention focus across all areas of learning	Class Teachers SLT TAs	Half Termly	£675 Provision Map
Improved oral language skills in Y1/ Reception & targeted PP chn in Y3-6	Continuation of Talk Boost Intervention for KS1 & KS2 Targeted Phonics intervention. Targeted intervention using	Many different evidence sources suggest that poverty of language is a key barrier to achievement at all levels, particularly for children who are disadvantaged	Progress will be checked half-termly. Reviews conducted on provision Map	Class Teachers SLT	Termly	£360 Wellcomm Talk Boost KS1&KS2 small group intervention

	<p>Colourful Semantics, Wellcome and Precision interventions</p> <p>Bedrock Vocabulary</p>		<p>Whole school targeted intervention approach</p>			<p>delivery costs: £2976</p> <p>Bedrock Vocabulary £1383</p>
<p>Pupil's mathematical fluency is improved</p>	<p>Each class has the "Daily 5"/cold Maths book challenge</p> <p>Times Tables Rockstars</p> <p>In-school Times Tables challenge/certificates</p> <p>Power of 2/First Class @Maths - Maths intervention</p>	<p>Pupil's need to have the basics of Mathematical concepts, especially the 4 operations, in order to access higher order thinking when solving mathematical problems. Without the fluent understanding of the basics, children cannot begin to problem solve or reason within Mathematics</p>	<p>Times Table Rockstar analysis.</p> <p>Times Table Challenge analysis.</p> <p>Pupil discussions.</p> <p>TA targeted intervention (Power of 2, First Class @Maths)</p>	<p>WD</p>	<p>TERMLY</p>	<p>Additional release time: £500</p> <p>Times Tables Rockstar Subscription: £100</p>
<p>Pupils' reading fluency and accuracy of comprehension is improved.</p>	<p>Whole class Guided Reading texts are ensuring children are accessing age appropriate texts.</p> <p>Pupils are encouraged to read for pleasure – books, internet, ipads, newspapers, etc.</p> <p>Reading Records – encourage interaction with Reading Records by both chn and parents</p>	<p>All children benefit from Guided Reading. EEF Research – Wholeclass reading – choose your strategy carefully if you don't want to miss the mark.</p> <p>Reading plays an important role in the whole curriculum.</p> <p>School need to ensure all children leave independent, fluent readers.</p>	<p>CPD for all staff – Guided Reading techniques and structure to support their class.</p> <p>Focus on the VIPERS as a strategy for Reading Comprehension</p> <p>Lesson drop-ins.</p> <p>Pupil discussions</p> <p>Topic books purchased to support/inspire learning across the curriculum</p> <p>Reading Eggs platform to encourage reading at home.</p>	<p>LG SLT</p>	<p>TERMLY</p>	<p>Reading Eggs: £1620</p> <p>New Topic Books: £750</p>

	Whole Class Texts implemented					
All pupils are engaged and wanting to make progress in their learning.	School to develop its “enrichment” activities, engagement with the local area, visitors coming into the school, engagement with the community. Creation of “Enrichment” lead within school	EEF toolkit states that learning away from the classroom can have a considerable impact on improving outcomes.	Curriculum resources. Lesson drop-ins. Parental engagement in Homework projects (Parent Showcase). Feedback from trips, visits and wow days.	CE/SLT Enrichment Lead	Dec 19 April 20 July 20	Staff Training & Release time - £500 Wow Days, Trips, visitors - £1000 Curriculum Resources - £2000
Total budgeted cost						£11888

ii. Targeted support						
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented	Staff Lead	Date of reviewing implementation	Cost
a. Pupils engaged in learning and	Support for pupils suffering from lack of emotional	The World Health Organisation cites ‘FRIENDS for Life’ as the only	Engage with parents and pupils before intervention begins	SLT	Termly	£907 TAC/EHA Caseworkers (Central team)

<p>making good progress</p>	<p>resilience, mental health issues and anxiety</p>	<p>evidence- based programme effective at all levels of intervention for anxiety in children (WHO 2004).</p>	<p>to address any concerns or questions about the additional sessions.</p> <p>Clear referral process. Targeted EHA and TAC.</p> <p>Use of recognised programmes – FRIENDS for life (positive Mental health programme)</p> <p>All staff trained</p>	<p>Central Team Services</p>		
<p>b. Improved progress in reading</p>	<p>Targeted reading interventions for pupils in receipt of PPG</p>	<p>Greg Brooks Emeritus Professor of Education, Sheffield University March 2016 research on effectiveness of interventions for struggling readers reviewed a range of interventions with at least 3 x 20 min reading with an adult/peer per week enhanced reading comprehension significantly</p>	<p>Continuation of programs and adopting approaches that were of greatest statistical impact:</p> <p>Continuation of Reading Eggs intervention package & associated training.</p> <p>Phonics intervention 1:1 readers</p>	<p>LG SLT</p>	<p>Half-Termly</p>	<p>(Reading Eggs: £1620)</p> <p>Increased Library Capacity: £1000</p> <p>£1818 Costs of Release time Cost of 1 to 1 sessions/delivery intervention Tas</p>

			KS1 & KS2 Talk Boost			Increased capacity of focused phonic/scheme books to aid reading development: £3000
d. Improved progress in writing	Targeted writing interventions for pupils in receipt of PPG Use of Teaching Assistants to provide structured, tailored intervention for targeted chn.	Gaps identified in formative assessment allow for precisely targeted teaching to remedy these. Meta-Analysis of research by John Hattie breaks down quality teaching into: ☐ Pupils having clear goals/objectives. ☐ Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.	Spelling Intervention – Beat Dyslexia Spelling intervention – Precision Colourful Semantics intervention 1:1/small group intervention within class for disadvantaged chn who require it	LG SLT		£2303 Release time Cost of 1 to 1 sessions/delivery
e. improved progress in mathematics	Targeted maths interventions for pupils in receipt of PPG	Research points to several strategies that have been consistently effective in teaching students who experience difficulties in mathematics. • The use of structured peer-assisted learning activities • Systematic and explicit	Continuation of the intervention programmes: Power of 2 First Class @ Maths Targeted intervention	CE/WD	Half Termly	Release time Cost of 1 to 1 sessions (per pupil) £2303 LBQ purchased - £600

		<p>instruction using visual representations</p> <ul style="list-style-type: none"> • Modifying instruction based on data from formative assessment of students (such as classroom discussions or quizzes) • Providing opportunities for students to think aloud while they work • Success@Arithmetic in 1,500 schools: • -They made an average Number Age gain of 15 months in 4 months (almost 4 times the expected progress) • 92% of pupils achieved national expectations at the end of their school year, despite not being originally predicted to do so. 	for PP chn on learning Times tables.			
For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally ready to learn.	Daily breakfast club	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. Breakfast clubs improve attendance/punctuality.	Attendance will be monitored.	HoA EWO	Termly	Breakfast Club Costs: £4000 for the average cost of free entry for PP chn £6000 running cost contribution

Total budgeted cost						£18031

iii. Other approaches						
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented	Staff Lead	Date of reviewing implementation	Cost
A. Emotional issues of pupils addressed through improving attentiveness, resilience and engagement	Identify a targeted intervention for identified students. SEN Central Team to engage with parents before intervention begins. Develop restorative approaches and focus	Mental Health UK 2016: 70% of children and young people who experience a mental health problem have not had appropriate interventions at a sufficiently early age. The emotional wellbeing of children is just as important as their physical health. Good mental	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour/emotional wellbeing translate into	Central Team	Termly	£907 £600 Team teach training £500 release time for training/monitoring of "Restorative Mediators".

	<p>on positive behaviours.</p> <p>Whole school approach to building resilience. (Team Teach Traing, Restorative Practice embedded within school. New staff trained, children trained to be “Restorative mediators”</p>	<p>health allows children and young people to develop the resilience to cope with whatever life throws at them and grow into well-rounded, healthy adults. Things that can help keep children and young people mentally well include:</p> <ul style="list-style-type: none"> • being in good physical health, eating a balanced diet and getting regular exercise • having time and the freedom to play, indoors and outdoors • being part of a family that gets along well most of the time • going to a school that looks after the wellbeing of all its pupils • taking part in local activities for young people. <p>By building a child’s social and emotional capabilities we enable children to be happily engaged with others and with society,</p>	<p>improved attainment.</p> <p>Staff training and support will ensure staff are well informed about how to support children in building emotional resilience can impact on learning and how they can help, including helping them to:</p> <ul style="list-style-type: none"> • feel loved, trusted, understood, valued and safe • be interested in life and having opportunities to enjoy themselves • be hopeful and optimistic • be able to learn and having opportunities to succeed • accept who they are and recognising what they are good at • have a sense of belonging in their family, school and community • feel they have some control over their own 			
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		<p>and to learn, to develop fully, to attain and to achieve. In essence, it delivers school ready, life ready, and child ready members of society. The Allen Report 2011</p> <p>Solihull Approach</p> <p>No need to exclude</p>	<p>life</p> <ul style="list-style-type: none"> • have the strength to cope when something is wrong (resilience) and the ability to solve problems. 			
E. Attendance – where necessary intervention will be given to support families to assist them in attending school more frequently, using support from the EWO.	<p>Admin to monitor attendance figure. First day response provision monitored and led by admin staff.</p> <p>EWO to support</p>	We can't improve attainment for children if they aren't actually attending school.	Working with admin & Trust's EWO, the HT will monitor attendance of identified PP children and provide family support to overcome barriers to attending school	HoA/ EWO	Half Termly	£907 time to monitor, EWO costs
Inclusion – Financial support for Pupil	Non-direct purchases support Pupil Premium Children Uniform, Trips, Visits,	Children are in school and well-equipped to learn. EEF has stated that breakfast clubs can have a positive impact on	Breakfast club log. Behaviour analysis. Data analysis. Trip and Visits uptake.	CE	July 20	£1000

Premium families	Breakfast Club	progress made in school. EEF has stated that school uniforms can have a positive impact on progress made in school.				
						£3914
TOTAL: £33833						
6. Review of expenditure						
Previous academic year 2019/20		Funding received: £33141				
Aims of Spending	Detail	Lessons learned				Cost
To use CPD to ensure teaching is of an excellent standard	To facilitate additional focused CPD sessions for teaching staff led by SLT, middle leaders and experts (SLE, Trust Subject Leads)	<p>Access for high quality CPD for all staff across the whole school, via membership of Teaching school alliance.</p> <p>Release time paid for senior teachers to train and develop other members of staff.</p> <p>The school has been developing the curriculum this year, with all staff being released for 6 days across the Academic calendar to focus solely on Curriculum development – being led by the Trust Curriculum lead. Training has been provided to ensure that knowledge is revised and remembered across all subjects, and to provide strategies to help our most disadvantaged chn access and succeed across the wider curriculum.</p>				£5000 staff CPD training, inc. TSA Alliance Membership
For identified gaps in learning to be addressed.	Gaps identified in formative assessment allow for precisely targeted teaching to remedy these.	Provision Map provided a tool for teachers and SLT to easily gain access to identify and track children receiving additional targeted intervention. These extra provisions were regularly reviewed (each half term) and adjustments made accordingly. The HoA and TA Line Manager analysed the impact that these interventions had on supporting children’s learning.				£675 provision Map

	<p>Provisions tracked using Provision Map and reviewed half termly by TA & CT to analyse impact</p>	<p>64% of chn involved in interventions in KS1 targeting Writing skills made expected progress or more. 61% of chn involved in interventions in KS1 targeting Maths skills made expected progress or more. 77% of chn involved in interventions in KS1 targeting specific Reading skills made expected progress or more.</p> <p>71% of chn involved in interventions in KS2 targeting specific Reading skills made expected progress or more.(this was based on 12 chn). 89% of chn involved in interventions in KS2 targeting specific Writing skills made expected progress or more. 63% of chn involved in interventions in KS2 targeting specific Maths skills made expected progress or more.(this was based on 13 chn).</p>	
<p>Improved oral language skills in Y1/ Reception & targeted PP chn in Y3-6</p>	<p>Continuation of Talk Boost Intervention for KS1 & KS2 Targeted Phonics intervention. Targeted intervention using Colourful Semantics, Wellcomm and Precision interventions</p>	<p>Phonic Screening: 75% (39/52) PP: 50% 2/4 Previous Year: 87% (27/31) PP: N/A</p> <p>66% of chn achieved ELG in CLL 100% of PP chn achieved ELG in CLL</p> <p>Due to COVID-19 outbreak, these attainment figures are based on where children were at the last data collection point. The fact this was at Easter means data could have altered dramatically. Reading Results Attainment: Y1: 69% PP: 50% (2/4) Y2: 70% PP: 0% (0/1) Y3: 67% PP: 60% (3/5) Y4: 79% PP: 50% (3/6) Y5: 58% PP: 25% (1/4) Y6: 52% PP: 80% (4/5)</p>	<p>£360 Wellcomm</p> <p>Talk Boost KS1 & KS2 small group intervention delivery costs: £2976 (TA cost time)</p> <p>Bedrock Vocabulary £1300</p>

<p>b. Improved progress in reading</p> <p>Pupils' reading fluency and accuracy of comprehension is improved.</p>	<p>Reading Eggs intervention package & associated training. Phonics intervention 1:1 readers KS1 & KS2 Talk Boost Whole class Guided Reading texts are ensuring children are accessing age appropriate texts. Pupils are encouraged to read for pleasure – books, internet, ipads, newspapers, etc. Reading Records – encourage interaction with Reading Records by both chn and parents Whole Class Texts implemented</p>	<p>Due to COVID-19 outbreak, these progress figures are based on where children were at the last data collection point. The fact this was at Easter means data could have altered dramatically.</p> <p>Progress: Y1: 83% PP: 50% (2/4) Y2: 80% PP: 100% (1/1) Y3: 83% PP: 100% (5/5) Y4: 90% PP: 50% (2/4) Y5: 82% PP: 40% (2/5) Y6: 86% PP: 100% (5/5)</p> <p>Progress across the school was “healthy” but true numbers impacted by the COVID outbreak. The school will continue with its focus on Reading next year, by improving the number of digital devices available in school for children who can't access this at home to do so. There will be a real focused push on phonics to help give children the basics of reading, before instilling the real “reading for pleasure” mindset we want all children to have. This will help unlock the rest of the curriculum, as well as help improve chn's comprehension skills to make sure comprehension outcomes are in line with the Phonic screening outcomes.</p>	<p>Reading Eggs: £1063</p> <p>Guided Reading Scheme: £1500</p> <p>New Topic Books: £750</p> <p>Costs of training Release time</p> <p>Cost of 1 to 1 sessions/delivery intervention TAs Total: £2303</p>
<p>d.Improved progress in writing</p>	<p>Targeted writing interventions for pupils in receipt of PPG</p> <p>Spelling Intervention – Beat Dyslexia Spelling intervention – Precision Colourful Semantics intervention</p>	<p>Progress: Y1: 92% PP: 50% (2/4) Y2: 93% PP: 100% (1/1) Y3: 90% PP: 100% (5/5) Y4: 86% PP: 100% (4/4) Y5: 87% PP: 100% (5/5) Y6: 86% PP: 100% (5/5)</p> <p>Writing progress for PP chn has been very good. Good numbers of PP chn are making expected progress, and many begin to make accelerated progress to close the attainment gap. Strong interventions led by teachers & TAs and rigorous planning &</p>	<p>£2303</p> <p>Costs of training Release time Cost of 1 to 1 sessions/delivery</p>

	1:1/small group intervention within class for disadvantaged chn who require it	assessment has enabled good progress to be made by PP chn. Robust tracking of spelling & phonics from EYFS also enables teachers to quickly identify where the gaps in learning may be and to act accordingly. This approach is having a sustained impact and investment in TA time and the intervention packages will continue.	
e. improved progress in mathematics Pupil's mathematical fluency is improved	Targeted maths interventions for pupils in receipt of PPG (eg. Power of 2 First Class @ Maths) Each class has the "Daily 5"/cold Maths book challenge Times Tables Rockstars In-school Times Tables challenge/certificates	Due to COVID-19 outbreak, these progress figures are based on where children were at the last data collection point. The fact this was at Easter means data could have altered dramatically. Progress: Y1: 90% PP: 75% (3/4) Y2: 93% PP: 100% (1/1) Y3: 90% PP: 75% (3/4) Y4: 86% PP: 75% (3/4) Y5: 87% PP: 60% (3/5) Y6: 83% PP: 80% (4/5) Progress for PP children when compared to the whole cohort is generally good. In-house targeted intervention is having an impact, utilising the schemes Power of 2 and First Class @Maths). This approach is having a sustained impact and investment in TA time and the intervention packages will continue.	Staff Training & additional release time: £500 Times Tables Rockstar Subscription: £100 Release time Cost of 1 to 1 sessions (per pupil) £2303
All pupils are engaged and wanting to make progress in their learning.	Trust-wide curriculum will lead to more engaging trips and visits. Wow days will take place at the start of each topic to further engage the pupils. Knowledge Organisers	Whole new curriculum has been developed this year, involving support from the Trust Team and external agencies. The idea to develop a well rounded, inclusive curriculum has been at the ehart of the developmental work. Time and effort has been spent in ensuring children are exposed to their local area and have a deep understanding about cultural diversity, history of their local area and where they fit into the "world". Understanding about how Historical events and people have impacted on their daily lives locally as well as nationally.	Staff Training & Release time - £500 Wow Days, Trips, visitors - £1000 Curriculum Resources - £2000

	<p>have been created to benefit the children and improve parental engagement with the children.</p>	<p>The experience beyond the classroom is a big feature of the curriculum to ensure children do not miss out based on individual circumstance. Quality resources, first hand experience are all crucial to develop children’s curiosity and inquisitiveness and to allow skills to be transferable across a range of different contexts. The COVID-19 crisis interrupted many of the planned activities – but the work done this year will certainly stand the Academy and children well from September.</p>	
<p>Attendance – where necessary intervention will be given to support families to assist them in attending school more frequently, using support from the EWO.</p>	<p>Admin to monitor attendance figure. First day response provision monitored and led by admin staff. EWO to support</p>	<p>Attendance figures were based on the period 03.09.2019 – 20.03.2020 <u>Yr1-Yr6 (National Average for 18/19 was 96.10%, 8.40% PA)</u> Overall Attendance – 95.80% Overall PA – 16 pupils = 7.96% Pupil Premium Attendance – 93.64%, non PP attendance 95.98% Pupil Premium PA – 3 pupils = 15.78%. <u>Rec-Yr6 Rec only was 94.90% and Rec only PA was 5.1%</u> Overall Attendance – 95.83% Overall PA – 16 pupils = 6.93% Rec only attendance was 96.05% Rec only PA was 0% Pupil Premium Attendance – 93.82%, non PP attendance 95.99% Pupil Premium PA – 3 pupils = 15.78%. Attendance figures overall were on course to be above National before Lockdown came. PP attendance figures are still slightly lower than non-PP chn, though work by the EWO and the school in working with these families has significantly improved their attendance. Funding providing into the EWO and Attendance Team has had a positive impact on attendance of disadvantaged chn, so the school will continue with this strategy into the next academic year.</p>	<p>£907 time to monitor, EWO costs</p>

<p>A. Emotional issues of pupils (9 children) addressed through improving attentiveness, resilience and engagement</p> <p>a. Pupils engaged in learning and making good progress</p>	<p>Identify a targeted intervention for identified students.</p> <p>SEN Central Team to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours.</p> <p>Whole school approach to building resilience.</p> <p>Support for pupils suffering from lack of emotional resilience, mental health issues and anxiety</p>	<p>Provision Map provided a tool for teachers and SLT to easily gain access to identify and track children receiving additional targeted intervention. These extra provisions were regularly reviewed (each half term) and adjustments made accordingly. The HoA and TA Line Manager analysed the impact that these interventions had on supporting children’s learning.</p> <p>64% of chn involved in interventions in KS1 targeting Writing skills made expected progress or more. 61% of chn involved in interventions in KS1 targeting Maths skills made expected progress or more. 77% of chn involved in interventions in KS1 targeting specific Reading skills made expected progress or more. 71% of chn involved in interventions in KS2 targeting specific Reading skills made expected progress or more. (this was based on 12 chn). 89% of chn involved in interventions in KS2 targeting specific Writing skills made expected progress or more. 63% of chn involved in interventions in KS2 targeting specific Maths skills made expected progress or more. (this was based on 13 chn).</p> <p>SEN, Pastoral Support Teams, and EWO Teams have all actively engaged with families to ensure the best support possible for chn with regards to Social, Emotional needs and attendance.</p> <p>The engagement of these teams and the school with these families has had a positive impact on attendance of these particular children. Whilst the attendance may still be short of National or lower when compared to non-PP chn – we have seen significant improvement and changes in perception of school, which would allow us to surmise</p>	<p>£907</p> <p>£2000 Restorative Practice Training</p> <p>£600 Team teach training</p> <p>£1800 TAC/EHA Caseworkers (Central Team)</p>
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		that attendance would be a lot worse without this level of engagement. The school will continue with this approach into the next academic year.	
For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally ready to learn.	Daily breakfast club 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. Breakfast clubs improve attendance/punctuality.	Breakfast Club has been proven to have a positive impact on children’s emotional and mental well-being – setting them up for a positive start to the school day. It has also shown to improve the number of lates recorded for children and to improve attendance. Numbers within the club continue to grow and the school will continue with this strategy into the next academic year.	Cost of Breakfast Club: £7000
			£37847

7. Additional details
Further supporting information