



Pupil premium strategy statement (Peel Common Junior School)

1. Summary information					
School	Peel Common Junior School				
Academic Year	2019/20	Total PP budget	£74,800	Date of most recent PP Review	June 19
Total number of pupils	202	Number of pupils eligible for PP	40 – 20%	Date for next internal review of this strategy	

2. Progress End of Key Stage (2015 – 2019)					
Year		Disadvantaged		Others	Gap
2015/2016 (17 pupil)	Reading	-3.21	Reading	-1.94	1.27
	Writing	-0.08	Writing	2.57	2.65
	Maths	-2.02	Maths	1.03	3.05
2016/2017 (6 pupils)	Reading	+1.18	Reading	-0.56	1.74
	Writing	+1.29	Writing	0.72	0.57
	Maths	-0.23	Maths	-0.76	0.53
2017/2018 (15 pupils)	Reading	-1.28	Reading	0.13	1.41
	Writing	-3.07	Writing	-1.61	1.46
	Maths	-1.32	Maths	1.77	3.09
2018/2019 (14 pupils)	Reading		Reading		
	Writing		Writing		
	Maths		Maths		

3. Attainment End of Key Stage (2015 – 2019)										
Year		Disadvantaged (ARE) (NA)		Others (ARE)	Gap		Disadvantaged (GD) (NA)		Others (GD)	Gap
2015/2016 (17 pupil)	Reading	41% (71%)	Reading	70% (71%)	-29%	Reading	6% (23%)	Reading	15% (23%)	-9%
	Writing	71% (79%)	Writing	91% (79%)	-20%	Writing	12% (18%)	Writing	30% (18%)	-18%
	Maths	65% (75%)	Maths	88% (75%)	-23%	Maths	12% (20%)	Maths	15% (20%)	-3%
2016/2017 (6 pupils)	Reading	63% (77%)	Reading	69% (77%)	-6%	Reading	13% (29%)	Reading	27% (29%)	-14%
	Writing	63% (81%)	Writing	79% (81%)	-16%	Writing	13% (21%)	Writing	23% (21%)	-10%
	Maths	63% (80%)	Maths	63% (80%)	0%	Maths	0% (27%)	Maths	21% (27%)	-27%
2017/2018 (15 pupils)	Reading	60% (80%)	Reading	86% (80%)	-20%	Reading	27% (33%)	Reading	30% (33%)	-3%

	Writing	53% (83%)	Writing	76% (83%)	-23%	Writing	13% (24%)	Writing	19% (24%)	-6%
	Maths	53% (81%)	Maths	89% (81%)	-36%	Maths	20% (28%)	Maths	35% (28%)	-15%
2018/2019 (14 pupils)	Reading	57%	Reading	85%	-28%	Reading	27%	Reading	29%	-2%
	Writing	50%	Writing	79%	-28%	Writing	14%	Writing	21%	-7%
	Maths	64%	Maths	91%	-33%	Maths	29%	Maths	27%	+2%

Attainment

Reading – has improved since 2015 and on average sustained at 60% at ARE. At GD disadvantaged children are broadly in line with national average. Diminishing gap at GD

Maths – an upward trend in the last 3 years with a widening gap as a result of others improving attainment above national average.

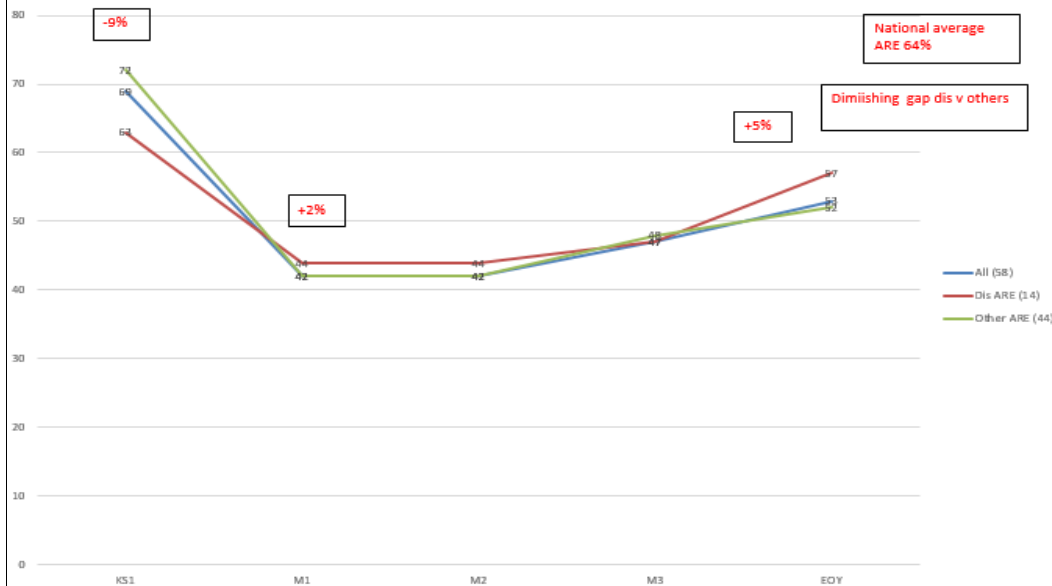
Attainment at greater depth remains above national average.

Writing – downward trend for disadvantage and others below national average. Diminishing gap at GD (others downward trend)

4. Current Attainment in school 2018/19

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	43%	73% (65%)
% making progress in reading	57%	84% (73%)
% making progress in writing	50%	79% (78%)
% making progress in maths	64%	91% (79%)
Year 3 EOY		

YOE 2018 Combined - Dis V Others EOY Appendix 7



Area of strength

Combined - An upward trend throughout the year. Gap diminished.

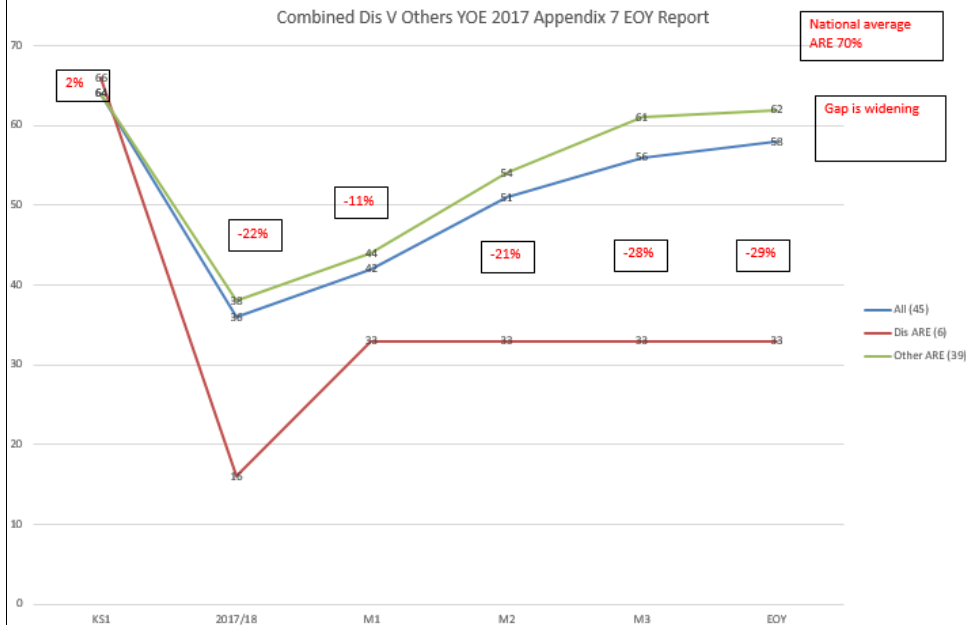
Reading – an upward trend in attainment (67%) with a diminishing gap. Gap stable in GD and broadly in line with prior attainment.

Writing – an upward trend in attainment (57%) and gap diminished.

Maths - an upward trend in attainment (79%) with a diminishing gap Gap stable in GD, higher than prior attainment and national average (36%).

Year 4 EOY

Combined Dis V Others YOE 2017 Appendix 7 EOY Report



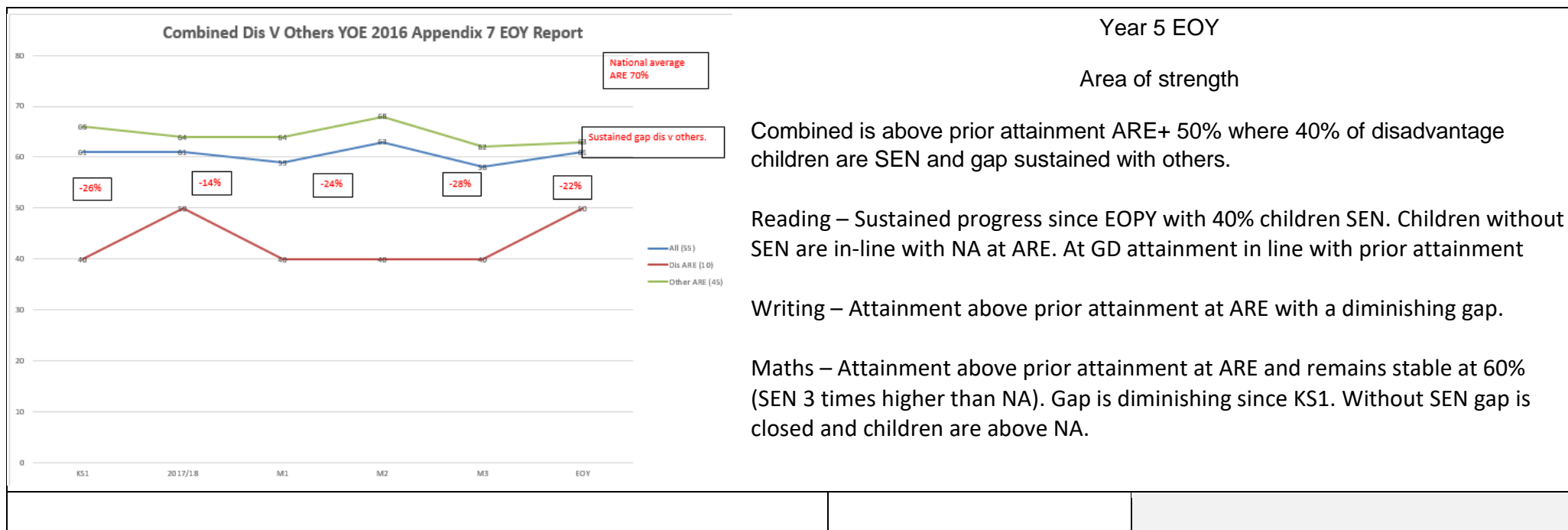
Area of strength

Combined Year 4 – Combined sustained since EOPY at 33% where a third of disadvantage children are SEN.

Reading – attainment above NA at GD and a diminishing gap.

Writing - attainment above NA and prior attainment at GD. At GD gap closed and disadvantage, out-perform others.

Maths - attainment sustained from end of previous year but continues to be below national average and prior attainment at ARE. Broadly in-line at GD and above prior attainment at GD.



5. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Pupils who have been identified as having additional needs (SEND) and disadvantaged are making less progress across all subjects than other pupils eligible for pupil premium.	
B.	End of KS2 data indicate that disadvantaged pupils are making sufficient progress in maths, less progress in reading and in particular writing. These are linked to poor language skills where some children do not have a wide range of vocabulary, which impacts on progress in all areas of the curriculum.	
C.	Pupils struggle with social and emotional needs and have low aspirations which impacts on progress across all areas of the curriculum.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Reduced parental engagement – parents’ evenings, attendance, supporting reading, spelling and homework - have an impact on children’s progress.	
6. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria

A.	<p>To further improve the provisions and outcomes of pupils who have been identified as having additional needs and disadvantaged.</p> <p>(To be measured by through triangulation of book scrutiny, lesson observations and pupil progress reporting)</p> <ul style="list-style-type: none"> • For at least 65% of disadvantaged Stage 2 to achieve Expected+ in combined • For progress of disadvantaged pupils in Key Stage 2 to achieve at least in line with others nationally. 	<p>Percentage of those pupils not on track is reduced year on year, over key stage and relative to their starting points</p> <p>The gap between disadvantaged pupils and others will be diminished and/or be smaller than the national average.</p>
B.	<p>To improve the quality of teaching and learning for disadvantaged pupils who are not making sufficient progress in reading, writing and maths.</p> <p>(To be measured by through triangulation of book scrutiny, lesson observations, planning scrutiny and pupil progress reporting)</p> <ul style="list-style-type: none"> • Accurate and timely implementation of interventions • Use of concise and targeted evidence through pupil progress meetings and PPA time. • Reviews of the impact of provision on pupil's progress 	<p>Increase the percentage of pupils at age related expectations in Reading, Writing & Maths so that they are in line with national average.</p> <p>The gap between disadvantaged pupils and non disadvantaged pupils will be diminished and/or smaller than the national gap for maths, writing and reading in all year groups.</p>
C.	<p>To continue to provide bespoke provision for the children who have been identified with social and emotional needs.</p> <ul style="list-style-type: none"> • Bespoke provisions and allocated sessions with named adult and ELSA/HSLW. • Improve the cultural capital in the wider curriculum to create more opportunities for pupils to experience the world around them. 	<p>Pupils will have a greater sense of well-being and more positive attitudes towards their learning. Children will end their day on a higher number on the feelings chart when compared to the start of the day.</p> <p>Pupils will have aspiration for their future and know what they need to do in order to achieve their ambition.</p>
D.	<p>To increase parental engagement and their support for their child's progress across the curriculum.</p> <ul style="list-style-type: none"> • Through increased attendance and engagement of disadvantage pupils. 	<p>Increase in numbers of our community attending educational events at school.</p> <p>Increase the number of parents who hear their children read on a regular basis.</p>

	<ul style="list-style-type: none"> • Review of numbers of parents of disadvantage pupils attend parents evening and topic days. • Through positive feedback from families and pupils when surveyed. • Home and reading records are completed and monitored. 	<p>Children regularly complete their homework at home or provisions made available in school.</p> <p>Attendance is in line with national expectations.</p>
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7. Planned expenditure					
Academic year					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
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	When will you review implementation?
To further improve the provisions and outcomes of pupils who have been identified as having additional needs and are disadvantaged.	For a vulnerable children working party to meet on a regular basis to discuss overcoming barriers to learning and action as necessary.	Disadvantaged children make of 22% of the school cohort (46/207).	Ensure that Pupil Premium reports are not only accurate and robust but are responsive to the evidence as it presents itself during the year/s. (£1520)	HT and DHT	LEAD: HT, DHT, SLT SENCO
	Ensure that there is a clear action plan for those SEN children that is linked to impact in the overall subject areas of concern.	Disadvantaged children with SEND is 27% and 5% with an EHCP	Ensure children are identified and school-tracking system is able to track progress and attainment of all children and specific groups. (£1520)	HT, SENCo & SLT	<u>Monitoring</u> Otrack - Hampshire assessment model tracking sheets for specific groups Tracking sheets for SEN children Pupil Progress meetings
	Use formative assessment tracking on OTrack to inform planning.	Year 6 - there are 4 out 10 disadvantaged children who are SEN (40%) almost 3 times more than the NA. Children without SEN the gap has closed and attainment in line with prior attainment. Widening gap for disadvantage children with SEN.	Ensure that Pupil Progress meetings identify clearly those disadvantaged pupils not on track (including greater depth). (£2980)	HT and DHT	Governors to participate in monitoring schedule (see Governors’ monitoring plan)
	For a range of testing to support the identification of those with particular needs	Year 5 There are 2 out 6 disadvantaged children who are SEN (33%) almost 3 times more than the NA. Gap is widening since KS1 with no SEN disadvantaged children are on track.	Ensure that there is both staff training and specific support in order that judgements on attainment and progress are consistent and accurate.	HT and DHT	<u>Evaluation</u> HT reports to governors Governor visits SEN review LLP report
	INSET - A Planning Tool for SEND Pupils led by HIAS English inspector	Year 4 - There are 2 out 6 disadvantaged children who are SEN (33%) almost 3 times more than the NA..	Ensure that QFT teaching is developed consistently over time so that it has a specific impact on the progress and attainment of groups of learners; especially those who are ‘disadvantaged and not on track’ (£2700)	HT and SLT	English leader report to governors Maths leaders report to governors
		Diminishing gap since KS1 – from -9% to -1%. The gap has closed more significantly with children	Ensuring that through strategic staff deployment those delivering		

	<p>Reading – INSET September Writing – INSET October Maths - TBC</p>	<p>without SEN. Attainment is below prior attainment and 20% below NA where the gap has diminished less for children with SEN.</p>	<p>interventions are able to do so because of their training, time and focus. (£2200)</p> <p>Monitor progress and attainment of all children individually, disadvantaged children and specific groups to plan and implement interventions when required. Report attainment and progress of specific groups of children governors, LA & other external parties</p>	<p>HT, DHT SENC O</p> <p>HT, DHT and SENCo</p>	<p>Pupil premium reports to governors</p> <p>Review progress against Milestones in Dec, Mar and July</p>
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<p>To improve the quality of teaching and learning for disadvantaged pupils who are not making sufficient progress in maths and in particular reading and writing</p>	<p>Ensure that QFT teaching is developed consistently over time so that it has a specific impact on the progress and attainment disadvantaged and not on track' and those who are either 'Greater Depth' or have the potential to be.</p> <p>Monitor progress and attainment of, disadvantaged children and specific groups to plan and implement interventions when required.</p> <p>Teacher exposition to whole class, groups and individuals includes, where appropriate, high-quality meta-cognitive modelling</p> <p>Teachers plan carefully to look for opportunities to meet the needs of those currently not-on-track</p>	<p>Reading - since 2015/16 attainment has improved from 41% to 57%. However, disadvantaged children remain below the national average. Internal data – working below ARE disadvantaged children 42% compared to others 22%.</p> <p>Writing – since 2015/16 attainment has decreased and the gap is widening for ARE. Disadvantaged pupils are below the national average. Internal data – working below ARE disadvantaged children 46% compared to others 39%.</p> <p>Maths – since 2015/16 maths attainment has sustained at 64%. Disadvantaged children remain below the national average. At GD attainment has improved. Internal data – working below ARE disadvantaged children 36% compared to others 25%.</p> <p>QFT and effective AfL will ensure pupil's gaps in learning identified in order to deliver bespoke interventions. Regular reviews of the impact of provision and discussions around the pupil will ensure gaps are closed.</p>	<p>Ensure that those not on track are holistically tracked using newly developed, robust systems so that it is clear what their current attainment and progress is overall in each core subject area as appropriate.</p> <p>Ensure that there is a clear action plan for those SEN who are also disadvantaged, that is linked to impact in the overall subject areas of concern. (£1500)</p> <p>Teachers plan carefully to look for opportunities to meet the needs of those capable of working at greater depth – planning proforma to be modified to enable this to be more easily identified. (£600)</p> <p>Task design is appropriately layered to allow for a deepening of knowledge and/or understanding clearly identified in planning</p> <p>AfL is both planned for and executed in a timely manner in the lesson to ensure that those capable of making deeper and rapid progress are enabled to do so. (£11200)</p>	<p>DHT, HT & SENCo</p> <p>DHT & SENCo Teaching staff.</p> <p>Teaching staff</p>	<p>LEAD : Headteacher & SLT <u>Monitoring:</u> Fortnightly monitoring of planning and learning walks with feedback given to staff ½ termly lesson observations looking at how task design and AfL moves all children in their learning Book scrutiny for evidence of clear learning intentions, of an appropriate learning journey and of feedback that pupils respond to appropriately Governors to participate in monitoring schedule (see Governors' monitoring plan) Senior leaders to monitor teaching and learning and to report on the progress within their area of responsibility every milestone HIAS</p>
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Total budgeted cost					£24, 220
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure children read regularly and have a love of reading	For reading logs to be checked to ensure that the disadvantaged, not-on-track children are reading enough at home.	Nationally 25% of children left primary school last year unable to read properly. This increases to 40% for children from disadvantaged backgrounds. A love of reading can change their lives. Twice as many disadvantage children are not on track compared to others.	Weekly records to be kept by all class teachers. Record how many times a week a child reads. Records collected by subject lead and SLT	Class teachers	Half termly
To optimise the learning experience so all children are immersed in the context of the text.	To provide opportunities for children to experience the content outside the text. Eg Running shoes is set in Cambodia - children will find out what life is like in this country.	Department for Education research suggests that, by the age of seven, the gap in the vocabulary known by children in the top and bottom quartiles is something like 4,000 words (children in the top quartile know around 7,000 words).		Class teachers	Half termly
To ensure reluctant readers have access to books and develop a love of reading	To deliver a bespoke reading intervention – links with Bridgemary library. Children not on track are on a reading scheme while others are priority readers.		To identify children who are not on track. To monitor reading in school and at home.	AT and class teachers	Half termly

To ensure disadvantaged children with poor language skills can access the maths curriculum	To develop mathematical problems where children have a clearer picture of what is happening before numbers are introduced.		Teachers to identify children who have poor language skills as a barrier to their learning. PPA time will be used to develop task design for disadvantaged children.	Maths lead and class teachers	Half termly
To ensure all learners can access the maths curriculum using models and images.	To continue to develop opportunities for children to use concrete resources. To use scaffolding to help children's response when reasoning	According to Bragg and Nicol (2011), using images to generate mathematical problems is beneficial as they "create a curiosity in the students they draw their attention and engage them". An image has the ability to generate curiosity and students will instantly be wanting to know what the image is and, therefore, thinking deeper about the details.	PPA time will be used to develop task design for disadvantaged children. Maths lead to continue to develop staff CPD. Work alongside HIAS to ensure best practise.	Maths lead and class teachers.	Half termly
To provide bespoke teaching to ensure disadvantaged pupils are on track to meet end of year expectations.	To deliver teacher interventions to disadvantaged children. To ensure effective staff deployment to deliver interventions	Teacher led interventions - Additional support allows bespoke interventions for disadvantaged children.	To identify children who are not on track and discuss with teaching staff barriers to learning. (£26,000)	DHT/AT	<u>Monitoring</u> Termly lesson observations and learning walks. Book and planning scrutiny. <u>Evaluation:</u> PP report SEF Subject lead reports Milestone data drop

Disadvantaged group of children make progress to reach ARE and Greater Depth as appropriate.	To provide additional after school literacy maths and homework clubs.	Additional teaching time after school will sustain progress.	Teachers to identify children and liaise with intervention teachers. Teaching staff to plan bespoke lessons. Phone call homes made for children who have not attended. (£2,280)	DHT, AT	<u>Monitor:</u> Group/intervention on observations <u>Evaluation:</u> Data drop at each milestone.
To increase the number of disadvantaged children who are able to spell all the statutory words required for ARE.	To provide targeted phonics and spelling teaching to increase the percentage of disadvantaged children on track to achieve ARE in writing and reading.	The school has recognised spelling and vocabulary as an area of development. Use a traffic light system to create words bespoke to the needs of the child. Use a 5 part model aimed at accelerating spelling and reading through phonics.	Screening tests in Year 3 on entry in order to establish grouping of children into ability groups. Diagnostic spelling results from summer 2 (2019) are used to inform spelling planning throughout the year. (£1520)	DHT & SEN Co ENG lead	<u>Monitor:</u> Group/intervention on observations. Learning walks. SENCo tracking grids <u>Evaluation:</u> SENCo report SA and RA data drop at each milestone.
For disadvantaged children to have a greater understanding of grammatical accuracy and formal language in their writing.	To provide opportunities to orally rehearse their sentences. All adults to model standard written and spoken English	The successful development of pupils' language skills to support reading and writing depends on a range of strategies. From book scrutinies and pupil conferencing written and spoken English has been identified as an area of development.	All staff to model a good standard of written and spoken English. All staff to help children correct their errors. Use or recourses in classroom – talking tins.	HMW	<u>Monitor</u> book scrutiny Pupil conferencing <u>Evaluation</u> SPAG domain data drop

Disadvantaged group of children make progress to reach ARE and Greater Depth as appropriate.	To provide additional after school literacy maths and homework clubs.	Additional teaching time after school will sustain progress.	Teachers to identify children and liaise with intervention teachers. Teaching staff to plan bespoke lessons. Phone call homes made for children who have not attended. (£2,280)	DHT, ED, AT	<u>Monitor:</u> Group/interventi on observations <u>Evaluation:</u> Data drop at each milestone.
Total budgeted cost					£32080
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve cultural capital	To ensure, where possible, that children have relevant first-hand experiences to allow them to access the curriculum in an equitable way	It is suggested that young people from low income backgrounds take part less in every category of arts and culture than their peers; in particular, they have less engagement with regular clubs outside of school.	Wider curriculum to be developed through the school's working party.	Wider curriculum working party	Monitor – Working party
To provide effective emotional support	To ensure those children's social and emotional needs that are fully met and ready to learn.	ELSA - Feeling safe, homelife, checkins with children with anxiety issues, young carers, learning behaviours, socail skills, friendship issues & counselling.	Class teachers to identify any children of concern and inform ELSA. ELSA to have a "drop in" time for children to visit at break times. (£9800) To make all lunch time supervisors are aware of PP and nominate for top table	HSL W & ELSA	<u>Monitor:</u> Inclusion meeting minutes SENCo tracking grids <u>Evaluation:</u> SENCo report Data drop at each milestone.
To provide opportunities for experiences and a healthy lifestyle.	To ensure all children are able to attend day trips and take part in extra-curricular activities.	Provison is made for children to attend clubs. Access to healthier lifestyles Improved self-esteem for pupils.	Record number of children participating in extracurricular activities and trips. (£1520)	DHT, admin officer	<u>Monitor:</u> Monthly discussions with business manager <u>Evaluation:</u> PP report

To ensure the attendance , punctuality and good learning behaviour of disadvantaged children	To Work closely with children and families of disadvantaged children whose attendance is a concern For attendance targets to be set and reported on for this vulnerable group	Greater involvement of vulnerable families when HSLW has been working closely which has an impact on the positive learning behaviour of disadvantaged children.	Through pupil progress meeting with class teachers, SENCo and HSLW children will be identified and monitored. Continue working closely with known vulnerable families. Action items from transition meetings between infant and junior school. (£5,800) Assigned with the attendance and punctuality procedure		<u>Monitor:</u> SIMs data for attendance Meetings with key personnel CPOMS data
To ensure service have to have regular opportunities to learn/play and engage with other service families.	To fund Forces club – HMS Phoenix.	Service children make up 19% of the school cohort. Service children experience emotional difficulties when their parent is away for prolonged periods of time,	To discuss dates and activities for club. To provide staff with dates when parents are working away from home. (£760)	DHT ELS A	<u>Monitor :</u> Drop in and pupil conferencing <u>Evaluation:</u> Phoenix display
Total budgeted cost					£17,880

8. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>To improve the quality of teaching and learning for disadvantaged pupils who are not making sufficient progress in reading and in particular maths and writing.</p> <p>To improve the provisions and outcomes of pupils who have been identified as having additional needs and disadvantaged</p>	<p>Increase the percentage of pupils at age related expectations in Reading, Writing & Maths.</p>	<p>Although outcomes for disadvantaged pupils at the expected standard reading, writing and mathematics combined are well below national other and national like for like comparators in 2018, these outcomes represent a 12% increase compared to 2016. Outcomes at the higher standard for disadvantaged pupils were very strong and above national average.</p> <p>Year 3 - Combined - An upward trend throughout the year. Gap diminished.</p> <p>Year 4 – Combined Year 4 – Combined sustained since EOPY at 33% where a third of disadvantage children are SEN.</p> <p>Year 5 - Combined is above prior attainment ARE+ 50% where 40% of disadvantage children are SEN and gap sustained with others.</p> <p>Recent book scrutinies in Maths, Reading, Writing and Topic show an overall 'Good' quality of progress and attainment over time from all key groups.</p> <p>The quality of teaching at the school is 'good' with minimal pockets of inconsistency. This is being addressed through detailed and recorded support programmes that includes a range of coaching and mentoring from senior leader</p>	<p>Improving outcomes for disadvantaged pupils at the expected standard remains a key focus for the school, particularly in writing. Internal data also indicates that the achievement gap for pupils entitled to pupil premium grants remains a mixed picture across the school however indications are that the gap is closing over time. Higher attaining disadvantaged pupils achieve exceptionally well, achieving outcomes national average and internal data indicates that this trend will continue. Evidence from the learning walk and work scrutiny indicates that vulnerable pupils are making good progress from their starting points. This could be further improved in writing with teachers raising the expectation of technical accuracy in writing which impacts on disadvantaged pupils in particular.</p> <p>To continue to make all staff aware of disadvantaged children. For example the school librarian will challenge these children to ensure they choose an appropriate book and lunchtime supervisors will make note of positive behaviour and nominate them for top table.</p> <p>To continue an emphasis and awareness of disadvantaged children in school's pupil progress meetings, with the SENCo present, to ensure that provisions are put in place to meet the needs of the child. To ensure transition meetings where conversations around the child with current/new teacher and the HSLW are held once again at the end of term – INSET allocated.</p>	
ii. Targeted support				

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Disadvantaged pupils are on track to meet end of year expectations. Disadvantaged group of children make progress to reach ARE and Greater Depth as appropriate	To deliver teacher bespoke interventions to disadvantaged children. To provide additional after school literacy maths and homework clubs.	<p>Year 4 - Reading group - attainment sustained at ARE and improved 22% at greater depth.</p> <p>Year 4 - Writing group - attainment improved 12% ARE and improved 5% at greater depth. For the 6 children who are currently not on track they made the following progress: 3 children made 1 – 2 years in POS they are working within and 3 children made 1-2 phases in specific domains.</p> <p>Focus children (where prior attainment was GD) working at ARE and not on track for GD – interventions groups resulted in an increase of the number of domains move from ARE to GD.</p> <p>Year 6 - Reading group - attainment at ARE improved 33% from M2 when intervention took place (from 50% to 83%)</p> <p>Writing group - attainment at ARE improved 39% from M2 when intervention took place. From 36% to 75%.</p> <p>Year 6 – writing groups 7/13 sustained ARE. GD – 87% and sustained GD based on prior attainment.</p>	<p>Teacher led interventions worked to good effect. Greater attainment would have been made if the intervention teacher would not have been required to cover class teachers who were absent due to long term illness.</p> <p>Continue to provide additional after school homework clubs for a wider range of year groups and include reading.</p>	
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>To provide effective emotional support</p> <p>To ensure the attendance , punctuality and good learning behaviour of disadvantaged children</p>	<p>To ensure those children's social and emotional needs that are fully met and ready to learn.</p>	<p>HSLW and ELSA- liaised with staff from outside agencies to gain support for families in the home to ensure that the external factors did not affect their progress at school. Regular meetings with children and discussed issues regarding: feeling safe, anxiety, learning behaviours and friendships. As a result some children have been able to manage their emotions and have been ready to learn. HSLW has been working closely vulnerbale familiesl which has an impact on the positive learning beahviour of disadvantaged children and imnpoved attendance, Overall PP attedance has increased 2.37% (94.98%) with a huge decrease in both aujthorised and unauthoried absences.</p>	<p>ELSA groups have been pivotal in the progress of children's well being and attendance. To continue to develop best practise and conversations around the child in vulnerable children meetings, pupil progress meetings.</p>	
<p>To ensure all children are able to attend day trips and take part in extra-curricular activities</p>	<p>To identify children who would benefit from joining a club and liaise with parents to help cover the costs.</p>	<p>The school was also able to subsidise the cost of after school clubs, holiday clubs and instrumental music tuition lessons.</p>	<p>To continue to ensure all disadvantaged children go on school trips and have the opportunity to attend after school clubs or learn an instrument.</p>	
<p>To ensure all service children are supported well.</p>	<p>To fund the Forces club – HMS Phoenix.</p>	<p>Forces club was attended well. Where children's parents were away for prolonged periods of times, children received bespoke ELSA time.</p>	<p>To continue to run Forces club and increase the opportunities for the services to part of the school curriculum – wider curriculum working party. .</p>	

9. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk