

Pupil premium strategy statement.

1. Summary information					
School	Wyken Croft Primary School				
Academic Year	2019/20	Total PP budget	£203,380	Date of most recent PP Review	n/a
Total number of pupils	881	Number of pupils eligible for PP	132 (15%)	Date for next internal review of this strategy	July 2020

2. Current attainment		
End of KS2 (26 pupils eligible for PP)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	29.6%	71%
Average progress in reading	-4.3	0.32
Attainment in reading – Achieving the expected standard	42%	78%
Average progress in writing	-0.3	0.27
Attainment in writing – Achieving the expected standard	69%	83%
Average progress in maths	-4.1	0.37
Attainment in maths – Achieving the expected standard	50%	84%
End of KS1 (20 pupils eligible for PP)		
Attainment in reading – Achieving the expected standard or higher	65%	78%
Attainment in writing – Achieving the expected standard or higher	60%	73%
Attainment in maths – Achieving the expected standard or higher	65%	79%
Year 1 Phonics Check (19 pupils eligible for PP)		
Attainment – Pupils achieving the expected standard	79%	84%
Early Years Data (12 pupils eligible for PP)		
Attainment – Pupils achieving a Good Level of Development	67%	74%

3. 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.	Reading outcomes at KS2 were lower than expected. 44.4% PP children achieved AS at the end of Year 6. 69.2% non PP children children achieved AS. Only 2 PP children achieved GDS. (Time to answer the questions due to the word count being high impacted on this)	
B.	The number of children at ARE (AS) and GD was lower than national in KS1 and KS2 in writing. PP children will make accelerated progress in writing to close the gap on their non PP peers and achieve ARE or better in line with Non PP children in school.	
C.	Behaviour of PP children was not as good as Non PP children. Many of the PP children with additional needs (SEN) had the most stages recorded according to behaviour analysis.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance rates for pupils eligible for PP are 93.9% (below the target for all children of 97% and compared to non PP 95.9%) This reduces their school hours and causes them to fall behind on average. Persistent absences are also an issue.	
E.	Access to wider life experiences	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rates of progress in Reading for PP children across the school and higher attainment at the end of KS1 and KS2.	Pupils eligible for PP make as much or better progress than 'other' pupils across the school in Reading. Measured in each year group by teacher assessments and successful moderation practices established across the federation and network schools. Also measured by outcomes at the end of Year 2 and Year 6.
B.	Higher rates of progress in Writing for PP children across the school and higher attainment at the end of KS1 and KS2.	Pupils eligible for PP make as much as or better progress than 'other' pupils across the school in Writing. Measured in each year group by teacher assessments and successful moderation practices established across the federation and network schools. Also measured by outcomes at the end of Year 2 and Year 6.
C.	The number of behaviour incidents recorded for PP children are in line with Non PP children.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). Thrive assessments demonstrate that emotional issues are being addressed and reduced where possible. IBP's are used effectively to support individual pupils. The Key is used as an effective intervention for specific pupils
D.	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 93.3% to 97% (target for the school) in line with 'other' pupils.
E.	Pupils are exposed to a wide range of social/cultural and sporting experiences. They also have access to online opportunities to increase their learning potential.	Pupils attend and take part in events/visits/sports/computing activities that they may not ordinarily be exposed to, thereby increasing their aspiration and educational engagement as well as improving their language and social skills. Participation rates for PP children are increased to be the equivalent to 'other' children across the school.

5. Planned expenditure

Academic year

2019/20

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?
<p>A. Higher rates of progress in Reading for PP children across the school.</p> <p>B. Higher rates of progress in Writing for PP children across the school and higher attainment at the end of KS1 and KS2.</p>	<p>Staff training on high quality feedback, including structured conversations</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p>	<p>Course selected using evidence of effectiveness. Use INSET days to deliver training. Lessons from training embedded in school feedback policy.</p>	<p>HT and DHT</p>	<p>Each term at PP meetings using internal data and book scrutiny</p> <p>End of the year</p>
<p>A. Higher rates of progress in Reading for PP children across the school.</p> <p>B. Higher rates of progress in Writing for PP children across the school and higher attainment at the end of KS1 and KS2.</p>	<p>Staff training on developing use of higher level (Tier 2) vocabulary within lessons and across the curriculum.</p> <p>Vocabulary work developed across the school by the English Team</p> <p>Vocab interventions</p> <p>Booster groups for Year 6 children</p>	<p>Analysis of SAT's style questions identifies that low vocabulary use / understanding impedes access to the reading papers. Evidence suggests that children from lower income families have a lower vocabulary range which impacts on their education as they progress from an early age.</p>	<p>English / Literacy team will deliver staff training.</p> <p>English / Literacy team will monitor vocabulary boost impact through book trawls and evidence in classrooms.</p> <p>Wyken Review will evaluate the impact of the staff training on vocabulary.</p> <p>End of Year outcomes and pupil progress meetings will be evaluative</p>	<p>English / literacy team</p> <p>AHT 3/4</p>	<p>Each term at PP meetings using internal data and book scrutiny</p> <p>End of the year outcomes</p>

<p>A. Higher rates of progress in Reading for PP children across the school.</p> <p>B. Higher rates of progress in Writing for PP children across the school and higher attainment at the end of KS1 and KS2.</p>	<p>Staff to know who their target children are (PP children) and ensure provision for them is identified. Staff training on assessment and data.</p> <p>PP children as a group more carefully tracked in PP meetings and discussed at planning meetings.</p>	<p>Staff need to fully understand the impact of their children not making expected progress across the school. All staff to have a greater understanding of whole school data and where their children fit in the bigger picture.</p> <p>Staff understand that PP children as a group need to have specific targets to improve outcomes and progress across the school.</p>	<p>Staff CPD delivered.</p> <p>PP meetings will be focussed on individuals and also on groups including PP children to look at trends and identify gaps in progress.</p> <p>Data and Assessment team alongside SLT will lead the discussions and identify any gaps in knowledge.</p> <p>Year leaders will track PP pupils more carefully across their year group at planning and assessment sessions and in preparation for PP meetings</p>	<p>Assessment team / SLT and DHT</p>	<p>Each term at PP meetings using internal data and book scrutiny</p> <p>End of the year outcomes</p>
<p>A. Higher rates of progress in Reading for PP children across the school.</p> <p>B. Higher rates of progress in Writing for PP children across the school and higher attainment at the end of KS1 and KS2.</p>	<p>Reading for pleasure – upskilling children to read for pleasure (Book nooks) but to also be able to read at speed to access the SAT's papers at Year 6. Booster groups for Year 6 but a general push on reading across the school as progress in all year groups was less than expected. English CPD for staff. Reading for pleasure focus group Small group interventions and individual readers</p>	<p>This year the word count was higher and many children struggled to finish the SAT's papers. Challenging vocabulary and speed of reading was an issue.</p> <p>(Year 1 had only 67% of children making expected progress in reading despite good phonics outcomes)</p>	<p>Staff CPD on reading will be led by the English team.</p> <p>Pupil tracking throughout the year.</p> <p>Use of the Book nooks will be monitored.</p> <p>Pupil voice</p> <p>Book / work scrutiny</p> <p>Reading samples</p> <p>Wyken Review</p>	<p>English Team DHT</p>	<p>Each term at PP meetings using internal data and book scrutiny and pupil voice</p> <p>End of the year outcomes</p>
Total budgeted cost					£12,000
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?

B. Higher rates of progress in Writing for PP children across the school and higher attainment at the end of KS1 and KS2.	Focus on improving handwriting. New handwriting scheme introduced to ensure consistent across the school Specific handwriting interventions for PP children where handwriting is limiting their progress and attainment	Ensure consistency across the school in the teaching and learning of handwriting to ensure high standards for all. OFSTED recommend: 'further raise teachers' expectations about pupils' writing to enable a higher proportion of pupils, including disadvantaged pupils, to reach greater depth in writing'	English / Literacy team will deliver staff training. English / Literacy team will monitor handwriting through book trawls and evidence in classrooms. Wyken Review will evaluate the impact of the staff training handwriting. End of Year outcomes and pupil progress meetings will be evaluative	English Team DHT	Each term at PP meetings using internal data and book scrutiny and pupil voice End of the year outcomes
B. Higher rates of progress in Writing for PP children across the school and higher attainment at the end of KS1 and KS2.	Interventions to support writing for individuals and small groups – focus on GD writing for those higher or possibly higher attaining writers. Vocabulary work and rich texts will be essential to this success alongside high expectations and lots of opportunities to write at length	OFSTED recommend: 'further raise teachers' expectations about pupils' writing to enable a higher proportion of pupils, including disadvantaged pupils, to reach greater depth in writing'	English / Literacy team will deliver staff training. English / Literacy team will monitor writing through book trawls and evidence in classrooms. Wyken Review will evaluate the impact of the staff training on writing. End of Year outcomes and pupil progress meetings will be evaluative	DHT	Ongoing monitoring + Each term at PP meetings using internal data and book scrutiny End of the year
C. The number of behaviour incidents recorded for PP children are in line with Non PP children.	New way of recording stages using SIMS. Children will reflect on their behaviour using the new behaviour record sheet. Behaviour policy reviewed and amended if necessary to reflect a restorative justice system. Children with specific needs to have effective IBP's	EEF recommend a consistent approach to behaviour management across the school with the use of individual strategies for specific children.	SLT will monitor the behaviour of children across the school. Wyken review will evaluate the effectiveness of behaviour policy in school. End of year behaviour analysis will show that PP children have had no more stages than non-PP children IBPs written by Inclusion team and AHT's	DHT and SLT	Ongoing monitoring and termly Behaviour analysis
Total budgeted cost					£9,000
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?

<p>D. Increased attendance rates</p>	<p>Support worker employed to monitor pupils and follow up quickly on absences. First day response provision. Collection of children where necessary. Travel to alternative provision provided where appropriate. Free access to breakfast club and after school club where appropriate. Publication of attendance rates and raising awareness amongst parents and staff. Regular attendance meetings with parents and attendance officer. Clear procedures to follow. Leaflets for parents. Celebrations of attendance in assembly. Fining parents where appropriate according to school policy.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>OFSTED Inspection 2019 "continue the good work already under way to improve attendance further and reduce persistent absence"</p>	<p>Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.</p>	<p>Head Teacher, support worker and Deputy Head</p>	<p>Each half term through attendance analysis.</p>
<p>E. Pupils are exposed to a wide range of social/cultural and sporting experiences. They also have access to online opportunities to increase their learning potential.</p>	<p>Lunchtime sports clubs for identified less active children</p> <p>ICT club for PP / disadvantaged children who do not have access to computers at home.</p> <p>Monitoring of access to extra curricular activities and encouragement to attend for PP children, including reducing financial barriers.</p> <p>Reduced costs of trips/visits and residential</p>	<p>Many of the PP children were not accessing after school sports and also were not accessing X tables rocks (an internet based times tables app). After investigation, it was evident that the children did not have access to technology at home.</p> <p>Children cannot draw on wider experiences which are valuable to inform wider curriculum – making links across the curriculum. Also character building experiences and cultural exposure is evidenced as lacking for disadvantaged pupils.</p>	<p>Monitoring of attendance at the clubs.</p> <p>Monitoring of data – progress of PP children on X tables assessments.</p> <p>Record of inclusion / exposure to range of cultural, sporting and residential activities and opportunities.</p>	<p>AHT's</p> <p>Sports Leader</p> <p>ICT Manager</p> <p>DHT</p>	<p>Each half term</p>

	<p>Funding for children to attend off site sports clubs</p> <p>Subscriptions to reading materials which are sent to the home</p> <p>Use of and implementation of 'before they leave' document to ensure all children have a range of experiences.</p>				
<p>A. Higher rates of progress in Reading for PP children across the school.</p>	<p>Development and use of Book Nooks across the school.</p> <p>Magazine subscriptions will be in place to provide further reading opportunities for children in the book nooks.</p>	<p>Exposure to reading for pleasure in a quiet engaging environment, which is supported by an adult. Children will be supported to choose challenging but appropriate books for them and be able to discuss the books in an informal way but whilst developing vocabulary and reading skills.</p> <p>Magazine subscriptions will be in place to provide further reading opportunities for children in the book nooks.</p>	<p>English team to set up and monitor the use of the book Nooks and to monitor the provision.</p>	<p>English Team</p>	<p>Summer term</p>
<p>A. Higher rates of progress in Reading for PP children across the school.</p>	<p>Develop an 'own books' scheme so that children have more opportunities to own their own books and read for pleasure at home.</p> <p>Magazine subscriptions for children at home.</p> <p>More opportunities to access a library.</p>	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).</p> <ul style="list-style-type: none"> Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). <p>Having access to resources and having books of their own has an impact on children's attainment. There is a positive relationship between the estimated number of books in the home and attainment (Clark 2011). Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011).</p>	<p>English team to set up the 'own you own books' scheme and run it effectively.</p> <p>This will then be monitored by the English Team and DHT</p>	<p>English Team and DHT</p>	<p>Each term</p>

6. Review of expenditure

Previous Academic Year

2018 / 19

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>A. Higher rates of progress in Reading for PP children across the school.</p> <p>B. At least expected rates of progress from their starting points for children in receipt of PP who are also SEND.</p>	<p>Staff training on high quality feedback, including structured conversations</p> <p>Outstanding teacher programme for key staff</p>	<table border="1" data-bbox="689 491 1189 667"> <thead> <tr> <th>Year</th> <th>PP</th> <th>Non PP</th> <th>Diff.</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2.87</td> <td>2.9</td> <td>0.03</td> </tr> <tr> <td>2</td> <td>3.0</td> <td>2.87</td> <td>0.13</td> </tr> <tr> <td>3</td> <td>2.85</td> <td>2.91</td> <td>0.06</td> </tr> <tr> <td>4</td> <td>3.13</td> <td>3.07</td> <td>0.06</td> </tr> <tr> <td>5</td> <td>3.32</td> <td>3.35</td> <td>0.03</td> </tr> </tbody> </table> <p>End of Key Stage Year 6: -3.5 (Published data) In Years 2 and 4, PP children outperformed Non PP children in Reading progress.</p> <p>Individual children with SEND who are also PP have made good progress against their individual targets as detailed in IEP's, My Support Plans and EHCP reviews.</p>	Year	PP	Non PP	Diff.	1	2.87	2.9	0.03	2	3.0	2.87	0.13	3	2.85	2.91	0.06	4	3.13	3.07	0.06	5	3.32	3.35	0.03	<p>This continues to be a focus for the next academic year. Marking, feedback and structured conversations will continue to be a focus for the next year.</p> <p>The outstanding teacher programme continues to demonstrate impact on individual teachers and also on their colleagues as they share good practice and coach and mentor others in their year groups. They often go on to be leaders or share their experience across the federation.</p> <p>A new tracking system on DCPro is now in place to track the small steps progress made by SEND children with significant needs.</p>	
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<p>A. Higher rates of progress in Reading for PP children across the school.</p> <p>B. At least expected rates of progress from their starting points for children in receipt of PP who are also SEND.</p>	<p>Staff training on developing use of higher level (Tier 2) vocabulary within lessons and across the curriculum.</p> <p>Class teachers and inclusions team to include vocabulary boosts in lessons across the curriculum.</p> <p>Booster groups for Year 6 children</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>PP</th> <th>Non PP</th> <th>Diff.</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2.87</td> <td>2.9</td> <td>0.03</td> </tr> <tr> <td>2</td> <td>3.0</td> <td>2.87</td> <td>0.13</td> </tr> <tr> <td>3</td> <td>2.85</td> <td>2.91</td> <td>0.06</td> </tr> <tr> <td>4</td> <td>3.13</td> <td>3.07</td> <td>0.06</td> </tr> <tr> <td>5</td> <td>3.32</td> <td>3.35</td> <td>0.03</td> </tr> </tbody> </table>	Year	PP	Non PP	Diff.	1	2.87	2.9	0.03	2	3.0	2.87	0.13	3	2.85	2.91	0.06	4	3.13	3.07	0.06	5	3.32	3.35	0.03	<p>Staff training was effective on vocabulary and vocabulary boosts were used across the school by teachers.</p> <p>There were different levels of understanding about what constitutes a word from Tier 2. More work needs to be done on this over the next year to secure this positive start.</p>
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<p>End of Key Stage Year 6: -3.5 (Published data) In Years 2 and 4, PP children outperformed Non PP children in Reading progress.</p> <p>Vocabulary boosts are being used across the school as a focus for vocabulary. Some staff are not as secure as to what are the Tier 2 higher vocabulary words.</p> <p>Booster groups were in place to support Year 6.</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																								
<p>A. Higher rates of progress in Reading for PP children across the school.</p> <p>B. At least expected rates of progress from their starting points for children in receipt of PP who are also SEND.</p>	<p>Pre-teaching across the school for key children in Reading and other subjects. This will assist with access to the curriculum and vocabulary.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>PP</th> <th>Non PP</th> <th>Diff.</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2.87</td> <td>2.9</td> <td>0.03</td> </tr> <tr> <td>2</td> <td>3.0</td> <td>2.87</td> <td>0.13</td> </tr> <tr> <td>3</td> <td>2.85</td> <td>2.91</td> <td>0.06</td> </tr> <tr> <td>4</td> <td>3.13</td> <td>3.07</td> <td>0.06</td> </tr> <tr> <td>5</td> <td>3.32</td> <td>3.35</td> <td>0.03</td> </tr> </tbody> </table> <p>In Years 2 and 4, PP children outperformed Non PP children in Reading progress.</p> <p>Pre-teaching has been a positive intervention which has given children the opportunity to access the curriculum more confidently.</p>	Year	PP	Non PP	Diff.	1	2.87	2.9	0.03	2	3.0	2.87	0.13	3	2.85	2.91	0.06	4	3.13	3.07	0.06	5	3.32	3.35	0.03	<p>The use of Pre-teaching will continue alongside other strategies. It has developed confidence and ability to access the lessons and helped to keep the lessons as inclusive as possible.</p>	
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<p>B. At least expected rates of progress from their starting points for children in receipt of PP who are also SEND.</p>	<p>Specialist provision provided by the Inclusion team to support the needs of children with SEND who are also PP. – Teaching of Maths and English, including Reading and phonics daily in a small group. Individual work on targets set out in My Support Plans,</p>	<p>Individual progress for children accessing Oaks and Acorns provision – as measured against individual targets was good. This is evidenced through IEP, My Support Plan and EHCP reviews.</p> <p>Some children have / are now accessing alternative provision to meet their needs.</p> <p>A new recording system on DCPro has been developed to assist in the recording of data for SEND children where they are working on the P-Scales rather than NC objectives. This is to be implemented more effectively next academic year.</p>	<p>A new recording system on DCPro has been developed to assist in the recording of data for SEND children where they are working on the P-Scales rather than NC objectives. This is to be implemented more effectively next academic year to aid with the accurate tracking of small steps of learning and development.</p>	
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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>C. Emotional issues of Year 3 pupils addressed and behaviour incidents as a result are reduced.</p>	<p>Identify a targeted behaviour intervention for identified students. Use support worker to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours.</p> <p>Thrive assessments are carried out and strategies used to support identified children with key adults.</p> <p>Commando Jayne intervention for identified children.</p> <p>Sports coaches to coach and mentor and / or run activities for identified children.</p>	<p>Successful use of The Key as an intervention has been used. Children have transitioned back successfully.</p> <p>(One Year 1 child has now transferred to a specialist setting after returning from The Key and gaining an EHCP)</p> <p>Sports coaches and pastoral support has been used effectively at lunchtime and playtimes and during key parts of the day to support with learning and play.</p> <p>IBPs have been implemented to support children.</p> <p>Thrive assessments have been carried out and regular thrive activities take place to support children.</p> <p>Commando Jayne has had a positive impact on the children and groups she has worked with keeps a record of improvements seen so is a measurable impact.</p>	<p>More work to be done on restorative justice approach inline with school behaviour policy. Individual children have had a reduction in behaviour incidents where heavily supported but further work needs to be done here.</p> <p>Thrive work needs to be coordinated to track the impact on children.</p>	

<p>D. Increased attendance rates</p>	<p>Support worker employed to monitor pupils and follow up quickly on absences. First day response provision. Collection of children where necessary. Travel to alternative provision provided where appropriate. Free access to breakfast club and after school club where appropriate. Publication of attendance rates and raising awareness amongst parents and staff. Regular attendance meetings with parents and attendance officer. Clear procedures to follow. Leaflets for parents. Celebrations of attendance in assembly.</p>	<p>12 children have accessed collection and drop off arrangements provided by the school. 2 people have been issued with bus passes. 6 families have regular attendance meetings to support. 9 children access alternative / bespoke arrangements / provision to support with good attendance. 14 PP children have free access to Phoenix club/ breakfast club</p> <p>Persistent absences – declined from 5.57% in the Autumn Term to 1.02% in the Summer term.</p> <p>Attendance for PP children was 93.91% at the end of the Summer Term (due mainly to 3 children (2 from one family) with specific needs which was being tackled separately and the family had a comprehensive plan and external support was involved) Whole school attendance was 95.5% for year 18/19</p> <p>OFTSED Inspection 2019 ‘Leaders have put robust systems in place and a range of strategies to address persistent absence. Together with the child and family pastoral support manager, you analyse attendance well to identify patterns and trends in absence. A wide range of support measures and incentives are offered to encourage good attendance.</p>	<p>Continue to offer this level of support to families to continue to support with good attendance rates.</p> <p>OFSTED Inspection 2019 “continue the good work already under way to improve attendance further and reduce persistent absence”</p> <p>Further work with parents about holiday requests, missed learning time etc will continue.</p> <p>The way we admit the children into school who are late will be reviewed.</p>	
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<p>E. Pupils are exposed to a wide range of social/cultural and sporting experiences. They also have access to online opportunities to increase their learning potential.</p>	<p>Lunchtime sports clubs for identified less active children</p> <p>Online Xtables rockstars club for PP / disadvantaged children who do not have access to computers at home.</p> <p>Monitoring of access to extra curricular activities and encouragement to attend for PP children, including reducing financial barriers.</p> <p>Reduced costs of trips/visits and residential</p> <p>Funding for children to attend off site sports clubs</p> <p>Subscriptions to reading materials which are sent to the home</p> <p>Use of and implementation of 'before they leave' document to ensure all children have a range of experiences.</p>	<p>Lunch time sports club - Year 3 Before: 23/120 not involved in sport to July 16/120 which has gone from 19% to 13%. Pupil premium has gone from 5 down to 1.</p> <p>Year 4 Before: 23/120 not involved in sport to now 1 which has gone from 19% to 0.8% Pupil premium was 7 and now 1.</p> <p>Year 5 Before 13/90 and now 5 not involved- 14.4% to 5.5%. Pupil premium has gone from 6 to 2.</p> <p>Year 6 Before 13/90 and now 6/90. So 14.4% to 6.6%. Pupil premium from 11 to 1.</p> <p>Online Xtables rockstars club – 104 invited. 33 children regularly attended. All scores increased in all year groups over the course of the year.</p> <p>Trips, residentials, and sports clubs have all been subsidised for PP children and any other child in a family experiencing financial struggles. All children who wanted to attend a trip, residential or sports / after school club have been able to do so. No child has been refused.</p> <p>Magazine subscriptions in place for 4 children to increase reading for pleasure opportunities. The children who are accessing the magazine subscriptions have expressed their enjoyment and their reading habits have improved.</p> <p>The 'before they leave' document is embedded into the curriculum as part of themes and extra activities.</p>	<p>This is to continue as it has been very successful to get more children involved and to get them active.</p> <p>A more effective monitoring system needs to be in place and a quicker way to identify those children who are not accessing extra-curricular activities</p> <p>Offer this to children again to increase access to</p> <p>This will continue as opportunities for all children to access opportunities is essential. Uptake on trips is high and all children who want to attend, can and have attended.</p> <p>The Nooks in school will be able to have magazine subscriptions when they are in place across the school.</p> <p>The school council will be looking into ways to record these experiences moving forward – like a learning journal / scrap book</p>	
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<p>A. Higher rates of progress in Reading for PP children across the school.</p>	<p>Development and use of Book Nook</p>	<p>More children accessing books for pleasure. Parents, children and members of staff accessing the book nook at different times during the day. Children accessing during playtimes and lunchtimes increasing opportunities to read for pleasure.</p> <p>OFSTED Inspection report: "Inspection evidence shows that current disadvantaged pupils are making good progress. You have invested heavily in a good variety of attractive reading books. These help engage pupils and encourage them to read regularly. Targeted pupils are given additional time to read to support staff and some benefit from small group support in the Acorns or Oak Rooms. A 'reading nook' has been created to provide a stimulating reading area. Pupils are well supported in guided reading lessons by adults and both home and school texts are well matched to pupils' abilities."</p>	<p>Further development of book nooks across the school to increase children's opportunities to read for pleasure. The book nooks in phase areas will enable children to access the books as a free flow rather than as a planned class lesson so it is more accessible. Further opportunities for volunteers to read in the book nooks to children will be developed. Additional opportunities to own their own books and magazines will be introduced to encourage reading for pleasure at home. Regular magazine subscriptions will enhance the reading material</p>	
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7. 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