

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding during this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	<i>Stimpson Avenue Academy</i>
Number of pupils in school	<i>403</i>
Proportion (%) of pupil premium eligible pupils	<i>15.8%</i>
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	<i>2021-2024</i>
Date this statement was published	<i>September 2022</i>
Date on which it will be reviewed	<i>July 2023</i>
Statement authorised by	<i>Luci Clapton/Zoe McIntyre</i>
Pupil premium lead	<i>Luci Clapton/Zoe McIntyre</i>
Governor / Trustee lead	<i>Claudia Wade</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88, 640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£88,640

Part A: Pupil premium strategy plan

Statement of intent

At Stimpson Avenue Academy, we have many families who experience impoverishment on different levels, however we are a school which prides itself on its inclusive approach, high expectations and our supportive learning environment.

With high mobility and a large proportion of pupils (75%) with English as an additional language, and pupils from a wide range of ethnic backgrounds, we do face a variety of challenges.

As a result, our Pupil Premium strategy is driven by prioritising the ability of all our students to engage effectively and to enable our staff to personalise our broad and enriched curriculum in order to meet the vast array of pupils' academic, social and emotional needs.

At Stimpson Avenue, we are committed to investing in all initiatives we deem necessary to ensure that our disadvantaged and more vulnerable pupils flourish, gaining the knowledge, skills and behaviours to succeed in life due to the different experiences and opportunities we provide.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<i>High % of pupils arrive with little or no English, difficulties engaging with families.</i>
2	<i>Limited experiences, many pupils may need support with learning.</i>
3	<i>Discrepancy between the level of engagement of pupils and families with home learning.</i>
4	<i>Children will have different starting points compared to when they left in March, potential for further gaps in skills and knowledge.</i>
5	<i>Involvement with external agencies, including social care.</i>
6	<i>Low aspirations from parents.</i>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>All PP children make improved rates of progress, including those disadvantaged pupils with English as an additional language.</p>	<p>All interventions are appropriate to identified needs and are having an impact. These interventions are reviewed by the class teacher. Half termly interventions address gaps in learning, enabling pupils to 'catch up.'</p> <p>Disadvantaged pupils make expected or better progress to individual targets, especially children with SEND, EAL, safeguarding, LAC, BME.</p>
<p>To identify the interests of all PP pupils so that appropriate enrichment opportunities are provided, contributing to improving mental health and wellbeing, resulting in pupils developing and maintaining positive learning behaviours</p>	<p>Teachers will address interest in September, these will be shared with SLT</p> <p>Plans in place to ensure enrichment activities take place for all.</p> <p>Pupil voice is used to identify the appropriateness of activity and intervention and the impact on pupils' wellbeing</p>
<p>Teachers know and understand how vulnerabilities influence pupils learning and can, as a result, plan and deliver teaching and learning, which minimises negative impact and enhances accelerated learning.</p> <p>Review homework tasks so that the completion is monitored and homework is adapted where needed, Completion of homework to be analysed so that those pupils who are not completing can be supported.</p>	<p>Accelerated progress for disadvantaged pupils and the differences between disadvantaged pupils and all non-disadvantaged nationally is diminished.</p> <p>Teachers to monitor and address the completion of homework in order to promote independent learning</p> <p>Parents are kept up-to-date with homework expectations</p> <p>Meetings are held to support parents to support pupils with homework and strategies provided</p> <p>Sessions created online for parents to view in order to fully support their children with their learning at home</p>
<p>To address where pupils are when they return in September, identify gaps in learning and plan and deliver appropriate interventions, ensuring that pupils are targeted who are not on track to target.</p>	<p>Accelerated progress through targeted intervention and quality first teaching. Assessments identify gaps and inform future planning. Teacher monitor progress closely and adapt teaching and interventions.</p> <p>Teachers promote core values, behaviour policy so that pupils experience positive transitions and sense of wellbeing and belonging.</p> <p>Enrichment activities in place.</p>

<p>100% attendance at Termly Learning Conferences, IEP meetings, and any safeguarding meetings. To also show engagement positive in other activities during the year.</p>	<p>Letters and emails to be sent out with plenty of notice, enabling attendance to rise. Teachers are proactive in communicating with the parents and following up with parents.</p> <p>Positive reminders in place and staff are proactive in doing this. Staff are aware of barriers to engagement and find ways to address these.</p>
<p>Disadvantaged pupils who have English as an additional language make expected progress based on their starting points</p>	<p>EAL pupil induction involves pupils and families.</p> <p>Interventions include online resources (Flash Academy).</p> <p>Targeted support for early interventions, this includes EYFS.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early assessments identifies gaps in learning with termly targets set and reviewed for all Pupil Premium pupils so that early intervention can be added to support if needed.</p>	<p>Staff have identified the underlying gaps and factors associated with disadvantage pupils as a focus for development and pedagogy. This information can be used to remove barriers to learning and accelerate progress.</p>	<p>1, 2, 3, 4</p>
<p>Quality first teaching leads to pupils making expected or better progress.</p>	<p>Quality first teaching using newly developed curriculum planning and resources has an increased impact on engagement, and the motivation to learn, resulting in pupils making sufficient and sustained progress.</p>	<p>1, 2, 3, 4</p>
<p>Pupil premium pupils' targets are aspirational pupil progress documentation has a clear focus for these pupils, actions and interventions and impact discussed.</p>	<p>Individual targets are set using FFT and for all PP pupils.</p> <p>Teachers are informed to complete the one page profile, to include lesson targets and enrichment.</p>	<p>1, 2</p>
<p>Ensure quality of feedback for all PP children is purposeful and progressive and move learning forward addressing the fundamentals.</p>	<p>Feedback policy to be reviewed and shared with all staff and implemented.</p> <p>Children are engaging with the feedback provided.</p>	<p>1, 4</p>

	<p>PP pupils work is 'hot-marked' and teachers make appointments with PP Pupils during lessons to ensure learning is progressing.</p> <p>Feedback is timely and regular to address individual of areas of successes and areas to further develop.</p>	
Staff training programmes and support with provision for PP pupils	<p>Providing staff training in and resourcing for highly effective English programmes will enable quality teaching in all aspects of English, enabling PP pupils to access quality provision.</p> <p>Teachers are equipped to deliver Maths Talk to enhance mathematical skills</p> <p>All teachers use Edukey effectively, where interventions will be recorded and monitored for impact.</p> <p>All teaching assistants are utilising Edukey</p> <p>All teachers are secure in completing the one-page profiles to identify areas that pupils need to develop.</p> <p>Whole school staff meetings to share updates and guidance on current disadvantaged pupils.</p>	1, 2, 3, 4
Ensure all classes provide a rich stimulation and provision of language/vocabulary stimuli	Children will have access to appropriate resources to enable them to access the curriculum as best as possible.	1, 2
Inform teachers and support staff which pupils are disadvantaged, including those who share multi-vulnerabilities.	All staff will have a good understanding of the needs of all pupils and will therefore be able to cater for their needs effectively (highly effective personalised learning).	4, 5
Specific language programme (Chataways) used in nursery to promote language development	<p>From nursery baseline children are entering school with an extremely low communication skills. Reasons for this are EAL, lack of communication at home, children living in communal homes.</p> <p>RWInc resource to be used to upskill staff in the teaching of phonics.</p>	1, 2, 3, 4

Purchase new EAL resources to help all pupils, but particularly EAL disadvantaged pupils	<p>Improving the quality of resources to support learning and language development would support raising standard.</p> <p>The use of Flash begins to be embedded across the school.</p> <p>Resources used to support the transition from the EAL tutor groups and pupils returning to the main lessons.</p>	1, 2, 4
Continue to implement the language programme NELI in order to provide a 20 week language intervention in EYFS	As we have many pupils with EAL or speech and language issues the programme will ensure that these pupils do not experience difficulty when reading.	1, 4, 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified pupils, particularly those who have fallen furthest behind are provided with additional support and structured interventions to help them to fill gaps in learning. This can be delivered 1:1 and/or in small groups. This may also be incorporated as part of lessons.	<p><i>EEF Rationale:</i></p> <ul style="list-style-type: none"> <i>'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</i> 	1, 2, 3, 4
<p>Parent workshops/online clips to raise understanding of how to support pupils in all areas of the curriculum</p> <p>Parental courses to develop parental skills.</p> <p>Use ParentPay for contact with parents to improve communications.</p>	<p>EEF research shows that increasing Parental involvement in children's learning provides to increase impact in partnership with parents</p> <p>Staff-led workshops for parents are an accessible means of provision. They will provide some practical ways that parents can support their pupils at home.</p> <p>Encouraging and enabling parents to understand the importance of supporting their child's learning and the impact that regular</p>	5

<p>Use social media (Twitter, Facebook) and the school's newsletter to inform parents of forthcoming workshops.</p> <p>Monitoring closely those parents who are not engaging and be creative in overcoming barriers.</p>	<p>practise of basic skills (reading/spelling/talking with parents) can have on pupils' attainment and progress.</p> <p>Increased participation and completion of home learning.</p>	
<p>Provide a language café for parents who need support in reading correspondence from school or signposting to other agencies.</p>	<p>Some children are missing out on opportunities provided by school as their parents are unable to read the letters.</p> <p>Language Café to be led by in school staff.</p>	5
<p>Provide a weekly family learning programme to support EAL families particularly those new to country</p>	<p>EAL parents having mis-conceptions about the Education system and not being able to fully access or support children at home.</p> <p>Resources obtained from other academies within the trust with high EAL pupils in attendance.</p> <p>All pupils and staff to be confident in the use and implementation of Flash Academy online</p> <p>All parents, pupils and staff can use immersive reader as a language translation tool.</p>	5
<p>Family support given, attendance monitoring and support, including rewards for pupils and families and working with other outside professionals e.g. EHA</p>	<p>Some children's progress is hampered as external family problems are preventing the children from attending school and making progress with their learning.</p> <p>Early Help information will be shared with staff and parents via the website, in order to signpost to the relevant services.</p> <p>Attendance and pastoral lead to complete home visits where needed.</p>	5, 6
<p>Analysing and monitoring attendance and lateness weekly of all pupils.</p> <p>Attendance letters sent to parents where pupils attendance is below 96%.</p> <p>Daily phone calls home for all absent children.</p>	<p>Weekly School Newsletter includes attendance percentage for each class and whole school.</p> <p>Children achieving 100% attendance termly will receive a certificate. Those who achieve 100% attendance across the year receive a certificate and prize.</p>	2

<p>Meetings with parents where attendance is a concern and support is offered through engagement with outside agencies.</p>	<p>Phone logs using Edukey and inventory system helps to track lateness and absences during the school day.</p> <p>Sims is used to record specific reasons for absences.</p> <p>SS attendance officer monitors weekly all pupils' attendance with weekly reports provided.</p>	
<p>The SENCO is proactive in monitoring the progress of these pupils and supporting and advising teachers on appropriate strategies and interventions to use.</p>	<p>Intervention of Educational Psychologist and other health care professionals for designated pupils.</p> <p>The EEF show that feedback studies tend to show very high effects on learning. This will raise the progress rates of our PP / SEN pupils.</p> <p>Senco time to deliver interventions and provide support for class teachers and teaching assistants.</p> <p>The Senco is present in lessons, ensuring adaptations to lessons are made in order for pupils to have success.</p>	1, 2,3, 4
<p>All staff trained in how to implement the behaviour policy Lunchtime staff receive training.</p>	<p>To support children who find play times challenging and have limited social skills.</p> <p>To encourage team building skills and communication with peers and adults.</p> <p>To build self-confidence and resilience. enabling purposeful and engaging activities to take place.</p> <p>Adults to engage with play and lead activities.</p>	2
<p>Highlight targeted children and offer parents daily breakfast support and care. (identify pupils with the greatest need)</p> <p>Introduce children to healthy options and self-sufficiency.</p> <p>Social skills are developed through interaction with a</p>	<p>To ensure all children have a positive mindset ready for learning having been in calm and settled environment, prior to beginning lessons.</p> <p>Through offering food, we prevent children from feeling hungry or going without food, before school. Some pupils have a funded place at the after school and breakfas</p> <p>There is an opportunity for extended learning beyond the classroom environment, through supporting homework</p>	2

variety of ages, games and conversations.	and tasks that are purposeful in their approach.	
Engagement outdoors increasing confidence and self-esteem with pupils achieving success.	<p>To ensure that those pupils who are non-active are encouraged to explore in a safe environment, beyond the classroom.</p> <p>Pupils can gain a love of the outdoors through the implementation of Forest Schools.</p> <p>The EEF show that, overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p>	2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Monitoring wellbeing and support of PP pupils</p> <p>Regular meetings with parents to support with strategies to use at home</p> <p>PSHE scheme (Jigsaw) implemented in every class and termly whole school assembly.</p> <p>Additional curricular activities and trips subsidised by 50%, this will include the Ride High Programme.</p>	<p>Public Health England's briefing paper, 'The link between pupil health and wellbeing and attainment' main findings included:</p> <p>Pupils with better health and wellbeing are likely to achieve better academically.</p> <p>Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.</p>	2
<p>Develop strategies to support identified individuals to include providing a nurturing environment/sense of purpose for our most vulnerable children.</p>	<p>'Children who attended a NG had a significant chance of improving their learning skills' (Gerrard, 2005), 'including language and literacy skills' (Hosie, 2013)</p> <p>Nurture sessions in the Retreat alongside F+P Lead.</p> <p>Clear and organised environment will enable PP pupils to learn how to organise themselves and be ready for learning</p> <p>T+L rubric will support in the development of language, communication and social skills, the new curriculum will also enable this</p>	2, 3

<p>Staff will model positive relationships with an emphasis on the development of language, communication and social skills.</p>	<p>Some PP pupils will have access to external support mechanisms based on identified needs, this will enable them improve behaviour for learning and overall quality of life, providing them with greater life opportunities. (including support from MHST). Strengthen relationships with external partners and agencies and this will be helpful in sign posting pupils and families to the right support network.</p>	
<p>Through nurture interventions pupils are able to self-regulate in order to use strategies that enable them access all curriculum content. Through the implementation of Zones of Regulations pupils have a wider set of resources to support their emotional wellbeing.</p>	<p>EEF Rationale <i>'There is extensive international research in this area, including a number of meta-analyses. More research has been undertaken in primary than in secondary schools, and a number of studies have specifically evaluated the impact on pupils who are low-attaining or disadvantaged.'</i></p>	<p>2, 4</p>
<p>Monitor PP pupils' attendance and follow up quickly on absences. First day response provision. Provision of early start breakfast club.</p>	<p>Increased attendance at school is vital to enable pupils to reach their potential in terms of attainment and progress. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>2, 4, 5</p>
<ul style="list-style-type: none"> • School Trips and visitors. • PTA events, e.g. mufti days, discos, movie nights. • After School Clubs • Music lessons (Rocksteady) • PE opportunities, including inter-school competitions • Breakfast club • Lunch time clubs • Ride High Programme 	<p>Our children need experiences and opportunities to develop self-esteem, resilience and perseverance; and to uncover their strengths and talents in a range of forms. The additional experiences that we provide deepen the children's understanding of the wider world beyond their environment. PP funding is vital in providing opportunities for this.</p>	<p>2, 4</p>

Total budgeted cost: £88,640

Stimpson Avenue Academy Pupil Premium Data Summer 2022

Attendance 2021 – 2022 Test data outcomes

	All	Pupil Premium	Non- Pupil Premium
Attendance	94.28%	94.44%	95.45%

Reception

	All	Pupil Premium	Non- Pupil Premium
Children achieving GLD	54%	100%	56%

Year 1 NTS Assessment attainment

	All	Pupil Premium	Non-Pupil Premium
Maths	68%	76%	68%
Reading	43%	50%	42%

Year 1 Phonics Data 2020 – 2021

	All	Pupil Premium	Non-Pupil Premium
Phonics	60%	50%	73%

Year 2 SATs data TA

	All	Pupil Premium	Non-Pupil Premium
Reading	58%	100%	50%
Maths	56%	0%	48%
Writing	47%	100%	46%

Year 3 NTS Assessment attainment

	All	Pupil Premium	Non-Pupil Premium
Maths	78%	90%	65%
Reading	67%	80%	63%

Year 4 NTS Assessment attainment

	All	Pupil Premium	Non-Pupil Premium
Maths	84%	0%	88%
Reading	71%	0%	70%

Year 5 NTS Assessment attainment

	All	Pupil Premium	Non-Pupil Premium
Maths	70%	0%	69%
Reading	68%	80%	62%

Year 6 SATs data

	All	Pupil Premium	Non-Pupil Premium
Reading	63%	50%	68%
Writing	60%	100%	55%
Maths	67%	70%	61%

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Desired outcome	Chosen action/approach	Impact:																												
<p>Teaching</p> <p>All PP pupils make improved rates of progress, including those disadvantaged pupils with English as an additional language.</p>	<p>Early assessments identify gaps in learning with termly targets set and reviewed for all Pupil Premium pupils so that early intervention can be added to support if needed, this will include catch up beyond the school (1, 2, 3, 4)</p>	<p>The use of NTS assessments has enabled gaps to be identified. This has meant that PP pupils have been selected for catch up tutoring.</p>																												
	<p>Quality first teaching leads to pupils making expected or better progress. (1, 2, 3, 4)</p>	<table border="1"> <thead> <tr> <th>Expected or + progress</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>50%</td> <td>75%</td> <td>75%</td> </tr> <tr> <td>Year 2</td> <td>40%</td> <td>40%</td> <td>40%</td> </tr> <tr> <td>Year 3</td> <td>80%</td> <td>70%</td> <td>50%</td> </tr> <tr> <td>Year 4</td> <td>100%</td> <td>100%</td> <td>92%</td> </tr> <tr> <td>91%Year 5</td> <td>100%</td> <td>89%</td> <td>78%</td> </tr> <tr> <td>Year 6</td> <td>80%</td> <td>80%</td> <td>50%</td> </tr> </tbody> </table>	Expected or + progress	Reading	Writing	Maths	Year 1	50%	75%	75%	Year 2	40%	40%	40%	Year 3	80%	70%	50%	Year 4	100%	100%	92%	91%Year 5	100%	89%	78%	Year 6	80%	80%	50%
	Expected or + progress	Reading	Writing	Maths																										
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<p>Pupil premium pupils' targets are aspirational pupil and pupil premium documentation has a clear focus for these pupils; all actions and interventions, along with impact discussed. (1,2)</p>	<p>The inclusion of PP pupils on pupil progress sheets has enabled there to be a more explicit dialogue based on these pupils' progress when teachers are meeting with Senior leadership at termly pupil progress meetings. This enables teachers to monitor the progress of these groups of pupils more closely.</p>																													
<p>Ensure quality of feedback for all PP children is purposeful and progressive and move learning forward (1, 4))</p>	<p>Monitoring has shown that the green for growth and tickled pink approach is having an impact on the quality of work produced. This is becoming more evident across a</p>																													

		wider range of subjects, beyond English and Maths.
	Staff training programmes and support with provision for PP pupils (1, 2, 3, 4)	Staff have been provided with training regarding: <ul style="list-style-type: none"> • Reading expectations • Rosenshine Principles • Writing moderation • Year group planning support. Staff are beginning to ensure the most disadvantaged pupils are remembering what has been taught. This is evident in pupils' books and subject leaders' monitoring evidence.
	Ensure all classes provide a rich stimulation and provision of language/vocabulary stimuli (1, 2)	The implementation of Tier 3 and 4 words have enabled PP pupils to have a grasp of new vocabulary. Rocket words across the curriculum have also enabled this. Classes are now accessing widget to ensure that key vocabulary is accessible to all pupils, particularly those with EAL or SEND.
	HLTA training for quality teaching in classes and groups when teacher is not in attendance (1, 2, 3, 4)	4 members of staff have undertaken the HLTA training this year. This has meant that there is a reduction in the use of agency staff, enabling consistency for those most vulnerable PP pupils. Learning behaviours when HLTAs are covering have been maintained, particularly in the case of a long-term absence.
	Inform teachers and support staff which pupils are disadvantaged, including those who share multi-vulnerabilities. (4, 5)	All teachers now have a secure awareness of the pupils who have multiple vulnerabilities. This has enabled them to adapt the provision accordingly so that these pupils can access the curriculum content; this was seen during our SEND audit.
	Specific language programme (Chataways) used in Nursery to promote language development. (1, 2, 3, 4)	Pupils are making progress from very low starting points, with 100% of pupils making at least expected progress.
	Purchase new EAL resources to help all pupils, but particularly disadvantaged EAL pupils. (1, 2, 3, 4)	All pupils are provided with Flash logins to enable them to access differentiated early language work.
	Continue to implement the language programme NELI in	Pupils' language development improved following the programme, with 75% of pupils

	order to provide a 20-week language intervention in EYFS. (1, 2, 3, 4)	making expected or better progress on the programme. Communication and language was 76% across EYFS.
Desired outcome	Chosen action/approach	Impact:
Targeted academic support To address where pupils are when they return in September, identify gaps in learning and plan and deliver appropriate interventions, ensuring that pupils are targeted who are not on track.	Identified pupils, particularly those who have fallen furthest behind are provided with additional support and structured interventions to help them to fill gaps in learning. This can be delivered 1:1 and/or in small groups. This may also be incorporated as part of lessons. (1, 2, 3, 4)	The vast majority of PP pupils have made at least expected progress from their individual starting points across Reading, Writing and Maths.
	Early assessments identify gaps in learning with termly targets set and reviewed for all Pupil Premium pupils so that early intervention can be added to support if needed, this will include catch up beyond the school (1, 2, 3, 4)	The use of NTS, NMM and other assessment data is used to inform targets, and these were reviewed termly. Teachers made adaptations to intervention groups and tutor groups to support pupils where needed.
Teachers know and understand how vulnerabilities influence pupils' learning and can, as a result, plan and deliver teaching and learning, which minimises negative impact and enhances accelerated learning.	Parent workshops/online clips to raise understanding of how to support pupils in all areas of the curriculum Parental courses to develop parental skills. Use ParentPay for contact with parents to improve communications. Use social media (Twitter, Facebook) and the school's newsletter to inform parents of forthcoming workshops. Monitoring closely those parents are not engaging and be creative in overcoming barriers (5)	Parents have a clear understanding of what their child is learning, their areas of strength and areas of development. This information is then used to support pupils at home.
	Provide a language café for parents who need support in reading correspondence from school or signposting to other agencies. (5)	Due to staffing and other restrictions, we were unable to run these, however these plans are in place for September.
	Provide a weekly family learning programme to support EAL families particularly those new to country (5)	
	Family support given, attendance monitoring and support, including rewards for pupils and families and working	Attendance for some persistent absentees has improved. Pupils and families' attitudes have improved towards school and their learning, leading to better outcomes for

	with other outside professionals e.g. EHA. (5, 6)	pupils. This includes those pupils on safeguarding plans.
	Highlight targeted children and offer parents daily breakfast support and care. (identify pupils with the greatest need) Introduce children to healthy options and self-sufficiency. Social skills are developed through interaction with a variety of ages, games and conversations. (2)	Those pupils who have attended breakfast and after school club have had a settled start and end to the day, thus resulting in improved attitudes towards their learning. This strategy has also enabled us to monitor these pupils being in school on time.
100% attendance at Termly Learning Conferences, IEP meetings, and any safeguarding meetings. To also show positive engagement in other activities during the year.	Analysing and monitoring attendance and lateness weekly of all pupils. Attendance letters sent to parents where pupils attendance is below 96%. Daily phone calls home for all absent children. Meetings with parents where attendance is a concern and support is offered through engagement with outside agencies. (2)	Attendance YTD = 94.44%, compared to whole school attendance = 95.28%
	The SENCO is proactive in monitoring the progress of these pupils and supporting and advising teachers on appropriate strategies and intervention to use. (1, 2, 3, 4)	All pupils identified have made expected progress in line with their own starting points, and individual targets which have been set by the class teacher alongside the SENCO.
Desired outcome	Chosen action/approach	Impact:
To identify the interests of all PP pupils so that appropriate enrichment opportunities are provided, contributing to improving mental health and wellbeing, resulting in pupils developing and maintaining positive learning behaviours.	Monitoring wellbeing and support of PP pupils Regular meetings with parents to support with strategies to use at home PSHE scheme (Jigsaw) implemented in every class and termly whole school assembly. Drawing and Talking interventions to support PP children Additional curricular activities and trips subsidised by 50%, this will include the Ride High Programme. (2)	Attendance of identified families has improved – families are engaging with school staff and events – e.g. family art club, share a story events in EYFS and Key Stage 1. Interventions and additional clubs have supported pupils' mental health and have contributed towards improved attitudes towards school and their learning. There continues to be a reduction in the number of Immediate 3s for pupil behaviour (see SIMS behaviour logs).

	<p>Develop strategies to support identified individuals to include providing a nurturing environment/sense of purpose for our most vulnerable children. Staff will model positive relationships with an emphasis on the development of language, communication and social skills. (2, 3)</p>	<p>Improved attitudes to learning for all pupils, enabling them to feel safe, secure and valued. This can be evidenced in the outcomes of all PP pupils, and in discussion with them.</p>
	<p>Through nurture interventions pupils are able to self-regulate in order to use strategies that enable them to access all curriculum content. (2, 4)</p>	<p>Improved attitudes to learning have enabled pupils to access the curriculum better. There have been improvements seen in the following areas:</p> <ul style="list-style-type: none"> • Confidence • Self-esteem • Communication and support
	<p>Monitor PP pupils' attendance and follow up quickly on absences. First day response provision.</p> <p>Provision of early start breakfast club (2, 4, 5)</p>	<p>Attendance for some persistent absentees has improved (see data analysis). Pupils and families' attitudes have improved towards school and their learning, leading to better outcomes for pupils. This includes those pupils on safeguarding plans.</p>
	<ul style="list-style-type: none"> • School Trips and visitors • PTA events, e.g. mufti days, discos, movie nights • After School Clubs • Music lessons (Rocksteady) • PE opportunities • Breakfast club • Lunch time clubs • Ride High Programme <p>(2, 4)</p>	<p>A range of enrichment activities have ensured that pupils remain engaged with school and their learning, with pupils accessing activities specific to their needs.</p> <p>All pupils who have participated have demonstrated an improved attitude towards school and their learning, with some pupils demonstrating improved confidence and self-esteem, impacting on positive outcomes.</p>