

Mengham Infant pupil premium strategy 2019-20

1. Summary information					
School	Mengham Infant School				
Academic Year	2019-20	Total PP budget	£54,980 Approx spend - £53,320	Date of most recent PP Review	Sep 19
Total number of pupils	167	Number of pupils eligible for PP	43	Date for next internal review of this strategy	Nov 19

2. Current attainment				
	<i>In school: pupils eligible for PP</i>			<i>National 'all' figure for KS1 - 2019</i>
	<i>Year R</i>	<i>Year 1</i>	<i>Year 2</i>	
% on track for ARE / expected and above in reading	14% (43%)	67%	70%	74.9%
% on track for GDS / exceeding in reading	0%	7%	35%	25.0%
% on track for ARE / expected and above in writing	14% (43%)	54%	55%	69.3%
% on track for GDS / exceeding in writing	0%	7%	10%	14.8%
% on track for ARE / expected and above in maths	14% (71%)	67%	70%	75.7%
% on track for GDS / exceeding in maths	14%	7%	15%	21.8%

There are two Year R figures given for the percentage of children on track to reach an expected level of development. The first is based on the percentage of children assessed at the baseline as working at or above 40-60 months. The second also includes those assessed at as working securely at 30-50 months and who could reach the expected standard at the end of the year with accelerated progress.

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.	A higher proportion of children eligible for PP have special educational needs or disabilities (SEND) than their peers. 4 out of 43 (9.3%) of PP children have SEND compared to 7 out of 124 (5.6%) of non-PP children. Also, a higher proportion of children eligible for PP lack vital skills / understanding in reading, writing and maths even though they do not have SEND (see table above). This makes it hard for all these children to access learning objectives at age-related expectations (ARE).
B.	Some children eligible for PP have poor inter- and intra-personal skills. This is a problem in itself, as this lack of skills affects children's emotional wellbeing, and it also prevents children learning effectively within school.
C.	Some children eligible for PP have poor language skills. They do not have as wide a vocabulary as the average child of their age, particularly with regards to subject-specific vocabulary. This prevents them from understanding new concepts, or the explanations of concepts, and hinders them from fully joining in discussions.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)																										
D.	Some children eligible for PP have parents or carers who do not fully engage with the school or support their children's learning at home. This is particularly noticeable in reading, and means that these children do not embed and master skills (especially reading skills) as quickly as their peers.																									
E.	Outside of school, some children eligible for PP do not take part in activities such as clubs, trips out etc. This limits their inspiration for learning, their personal development and their wider understanding of the world.																									
F.	The attendance rate for pupils eligible for PP is still slightly below the rate for their peers (95.0% versus 96.0% respectively for 2018-19 academic year). The level of persistent absence for PP children is lower than their peers (4.2% versus 6.2%) but historically it has been significantly higher, and thus there is a risk of this reoccurring. Lower attendance rates reduces their school hours and causes them to fall behind.																									
G.	Some children eligible for PP are often hungry during the school day and often report that they have not had breakfast in the morning. When they are hungry in school, they find it very difficult to concentrate and learn.																									
4. Desired outcomes																										
	<i>Desired outcomes</i>	<i>Success criteria</i>																								
A.	<p>A greater proportion of PP children meet ARE / GDS standards in KS1 and the expected / exceeding standards in Early Years, so that we diminish or eliminate the difference between this and the 'national other' figure.</p> <p>Children eligible for PP who have SEND and who are working significantly below ARE show clear progress against starting points and they are given good opportunities to meet challenging, personalised targets.</p>	<p>The targets for the current year 2 for end of KS1, based on their end-of-EYFS data, were:</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>ARE+</td> <td>65%</td> <td>55%</td> <td>60%</td> </tr> <tr> <td>GDS</td> <td>30%</td> <td>0%</td> <td>20%</td> </tr> </tbody> </table> <p>Since these ambitious targets were set, the children have made accelerated progress within year 1, and so we have increased these targets to:</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>ARE+</td> <td>70%</td> <td>55%</td> <td>70%</td> </tr> <tr> <td>GDS</td> <td>35%</td> <td>10%</td> <td>20%</td> </tr> </tbody> </table>		Reading	Writing	Maths	ARE+	65%	55%	60%	GDS	30%	0%	20%		Reading	Writing	Maths	ARE+	70%	55%	70%	GDS	35%	10%	20%
	Reading	Writing	Maths																							
ARE+	65%	55%	60%																							
GDS	30%	0%	20%																							
	Reading	Writing	Maths																							
ARE+	70%	55%	70%																							
GDS	35%	10%	20%																							
B.	Children eligible for PP develop improved inter- and intra-personal skills.	Targeted PP children have improved Boxall / Thrive profile scores in areas identified for development. All PP children receive, on average, as many behaviour awards in school as their peers.																								
C.	Children eligible for PP develop a wider vocabulary (especially with regards to academic language) and wider oral language skills, to bring them in line with their peers.	Staff are aware of PP children with poor oral language skills, and their next steps for improvement. Targeted PP children have improved language link scores. Child conferences provide evidence of PP children confidently using a wide range of technical vocabulary, at an ARE standard. Lesson observations provide evidence of PP children fully engaging in class, small group and pair discussions.																								
D.	Families of all children eligible for PP are continually encouraged to take up a wide range of opportunities to engage with school. The school encourages and supports these families to help their child learn at home. School provides extra help and motivation for PP children if families do not do so at home.	Parental engagement trackers, Tapestry use, and Marvellous Me use, show increased levels of participation from parents/carers of PP children, so they are in line with the parents of non-PP children. Parental engagement with Reading bookmarks show that PP children are read with on a 1:1 basis as frequently as their peers, either by parents/carers at home or through extra opportunities in school.																								
E.	Children eligible for PP have similar opportunities for enhanced learning activities across curriculum as their peers and are inspired to participate, improve and excel.	At least 50% of pupil premium children attend some form of extra-curricular provision. When interviewed, these children report that it is enjoyable and/or has helped them develop a skill/interest.																								
F.	Children eligible for PP have increased attendance rates.	Improve the overall PP attendance (for academic year 2019-20) to at least 96% (in line with their non-PP peers) by end of July 2020. Ensure that the percentage of persistent absentees among pupils eligible for PP remains less than 6% (in line with national average non-PP pupils).																								

G.	No children are hungry during the school day.	Staff know which children are at risk of being hungry during the school day and proactively check that they have eaten. Any child that has not eaten breakfast is fed when they arrive in school. Any children who are chronically hungry during the day receives extra fruit and/or dinner to ensure they are well-fed during the day. No children complain of being hungry during the school day (after initial arrival).
-----------	---	---

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	Date to review implementation?
A. A greater proportion of PP children to be working at or above ARE in KS1 in all curriculum subjects. PP children with SEND show clear progress against starting points.	All learning journeys will have a clear progression that ensures all children have the opportunity to learn key skills, practise and then apply them within a context.	Teachers and pupils need to have a clear understanding of their overall goal for each medium-term unit of work and how each day's learning within the unit is related. This allows learning to build on previous learning and promotes consistent progress.	PDM's will support staff through the process of developing their curriculum intentions for their subjects. There will be half termly PDM's to ensure that staff have coherent visions for the curriculum at key points, to promote cross curricular and collaborative working and to track effective learning journeys across the curriculum (one subject focus per PDM) PDM linked to effective pedagogy focusing on providing unique outcomes linked to skills. – workshop style session linked to actual live planning.	DHT, subject leaders	SLT / subject leaders monitor learning journeys in all subjects half termly and address steps for improvement. Subject leaders report PP children's attainment to governors.
	We will develop enticing real life hooks and outcomes to units of work across school.	Children learn most effectively when they place new learning into the context of their existing knowledge, and specifically meaningful social contexts, as argued by Lev Vygotsky in his theory of child learning and development.	Community links teacher will take responsibility for developing purposeful links for the children in the local community and liaising with relevant bodies to allow children to access these experiences. A budget will be allocated to wider curriculum entitlement to ensure that school is enhancing learning experiences which build cultural capital. There will be a clear plan for wider curriculum entitlement which links to experiences that have been identified through looking at the gaps in Mengham children's wider experiences. These experiences are planned into the curriculum so that they can be developed and built on. Additional teacher in KS1 1.5 days a week to support wider outdoor curriculum. - £11,000	DHT, community links leader	Community links overview completed for whole academic year and ready for review in Jan 20. Individual unit assessments record impact of trips / experiences on an ongoing basis.

	<p>Within lessons teachers will effectively assess children's learning in order to adjust their teaching and provide children with feedback that moves learning on. Summative assessment procedures will enable senior leaders to identify struggling children quickly and help teachers put extra support into place.</p>	<p>The Educational Endowment Foundation toolkit suggests that high-quality feedback has a very high impact for very low cost. It has effects on all types of learning across all age groups. Accurate, specific feedback develops pupils' understanding of their learning needs and allows them to take ownership of their learning.</p>	<p>Assessment in all subjects is designed in a format that is understood by all and demonstrates the knowledge and skills acquired by the children. This is shared through PDMs. SLT and subject leaders monitor learning journeys in all subjects and address steps for improvement. SLT has shared clear expectations of the types of evidence that will be required in order to monitor effective learning in all subjects. Targets for intervention groups are SMART, linked to IEPs where appropriate and closely monitored through data-drops and pupil progress meetings.</p>	DHT	<p>Feedback reviewed during lesson observations as part of performance management cycles. Children's progress and next targets reviewed at data drops Nov 19, Jan, April, Jun 20.</p>
	<p>Embed the use of tracking documents in Reading, Writing, Maths to ensure the targets for SEND children are appropriate and check they are making clear progress.</p>	<p>Tracking documents introduced last year have allowed staff to identify next steps precisely and to monitor individual children's progress within reading, writing and maths. These have been very effective, and so there is good evidence that the consistent use of these will continue to raise children's attainment.</p>	<p>SLT has shared clear expectations of the types of evidence that will be required in order to monitor effective learning in all subjects. Subject Leaders have a clear vision for what learning should look like in their subjects and up-skill other staff, especially with regards to SEND children. SEND children's progress monitored on individual basis in pupil progress meetings. Overall tracking and provision to be monitored by SENDCO as part of SIP.</p> <p>Approx cost- English reading toolkit, whole staff training and resources, HIAS support, £1500</p>	SENDCO	<p>Pupil progress meetings Nov 19, Jan, April, Jun 20. Evidence in planning / books reviewed by SENDCO termly. SEND governor to audit procedures and processes annually.</p>
<p>C. Children eligible for PP develop a wider vocabulary (especially with regards to academic language) and wider oral language skills, to bring them in line with their peers.</p>	<p>Pre-teaching is used in subjects across the curriculum to ensure that all children understand key terms before main teaching occurs.</p>	<p>It is more effective for children to 'keep up' rather than 'catch up'; a few minutes spent pre-teaching a few pieces of key vocabulary can ensure that children access the main teaching input with understanding and confidence, rather than them struggling and then needing the whole input repeated within an intervention at a later stage.</p>	<p>Lesson observations and planning scrutiny are used to check how well we are implementing this strategy.</p>	HT	<p>As part of SIP review: termly</p>

	Subject leaders lead the development of children's vocabulary in each of their subject areas.	It is crucial for all staff to take ownership of development initiatives within school so that they fully understand what needs to be done and are motivated to do it. Developing vocabulary expectations within each subject will also allow us to develop very specific guidelines and vocabulary progression for all staff.	Subject leaders given release time in order to lead their subject most effectively. Teachers' roles as subject leaders built into their performance management expectations, with development of language within their subjects a specific responsibility. New learning journeys have specific focus on key vocab, sentence stems and scrutiny of lessons/planning looks at how well language progression is planned for and taught. Approx Cost – Subject leader release time to ensure all staff are ensuring appropriate provision in their subjects £4,000	Subject leaders.	Subject leaders assess impact within their own subjects, then feedback to governors across the year 2019-20.
Total budgeted cost					£16,500

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?
A. A greater proportion of PP children to be working at or above ARE in KS1. PP children with SEND show clear progress against starting points	Volunteer adult readers and the Therapy Dog provide extra 1:1 reading opportunities for children who are struggling.	1:1 reading is a very effective intervention, but it takes a lot of time and so teachers would find it difficult to provide this for all the children who really need it. Volunteers and the Therapy Dog allow give us the capacity to provide this intervention. They also give the children another role-model of an adult who values reading, and especially in the case of the Therapy Dog a non-judgemental listener for children whose self-confidence is low.	The English leader oversees reading and phonics training for volunteer readers. The impact of reading interventions, including extra 1:1 reading, is monitored and reviewed as part of pupil progress meetings.	English leader	Children's progress reviewed during each round of pupil progress meetings. Data reviewed Nov 19, Jan, April, Jun 20. Governors analyse progress made by PP children (anonymised) to ensure this is consistent.

<p>B. Children eligible for PP develop improved inter- and intra-personal skills.</p>	<p>Children's inter- and intra-personal skills assessed each half term. Tailored interventions planned and delivered for children who are struggling with specific skills.</p>	<p>The school follows the PSHE association's guidelines and planning which is a reliable, evidence-based source of information. We have a detailed PSHE curriculum with a skills progression from year R to year 2. We need to ensure that children are supported to make progress against this curriculum, and that children who are struggling are supported to catch up as soon as possible. 1:1 daily Thrive program in place to support children who struggle with emotional regulation as a barrier to their learning. Calm Club available at lunchtimes to support those who need additional support with this period of the day.</p>	<p>The PSHE leader will monitor PSHE assessments to ensure staff are identifying individual children's needs on an ongoing basis. Evidence of interventions will be provided through Tapestry observations, which will also be monitored by the PSHE leader.</p> <p>Cost – approx. £9,000 = Staffing costs for 1:1 Thrive role and Calm Club supervision - 9-1pm daily.</p>	<p>PSHE leader</p>	<p>PSHE assessments and interventions checked termly.</p>
	<p>Provide social skills and friendship groups as well as 1:1 emotional literacy support</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective. The ELSA also works supporting families, which the EEF Toolkit recommends to increase effect size.</p>	<p>We ensure good communication within the school so that the correct children are identified quickly and their needs are assessed correctly. We measure improvements in behaviour precisely and also monitor whether improvements in behaviour translate into improved attainment.</p> <p>Cost – approx. £16,000 = Staffing costs for ELSA role, related training and supervision.</p>	<p>ELSA</p>	<p>Boxall / Thrive profile scores completed after each period of intervention. Analyses of these completed termly.</p>
	<p>'Child leader' roles will be created, allowing children to feel ownership over areas of school life, experience responsibility and develop the skills appropriate to the role.</p>	<p>These roles will allow children to build relationships with other children and staff across the school, as well as promote a sense of pride and responsibility.</p>	<p>The range of roles will be carefully designed to meet the needs of PP children throughout the school, and some children will be allocated specifically to certain roles depending on their needs. Each role will have a member of staff overseeing its implementation.</p> <p>Approx Cost – Resources to support roles £500</p>	<p>HT</p>	<p>Children conferencing termly.</p>

	School is bidding, as part of the Hayling Island schools cluster, for a dedicated mental health support worker.	The school knows many of the children's wider families well, and having considered those children who struggle with inter- and intra-personal skills, it is apparent that mental health difficulties are multi-generational issues within the wider family. Helping to resolve those wider issues within families will directly and indirectly benefit PP children within the school.	The application for the mental health support worker requires a detailed analysis of the proposed benefits of having been assigned them. Our school will work closely in partnership with other schools to ensure that support is targeted effectively where children have siblings across schools, and regularly assess the impact against the intended benefits.	HT	Biannually, through shared analysis with island schools
	As a school, we will teach the concept of mental health and strategies for maintaining good mental health explicitly. The various initiatives and sources of guidance will all be integrated within and alongside PSHE so children experience its delivery as a coherent, progressive curriculum.	All children will be taught <i>Trickbox</i> , which is a scheme that has been tried and tested in schools across the south coast. We are using <i>THRIVE</i> as a wave 2 / wave 3 intervention; this has been developed by the primary behaviour support service who can vouch for its effectiveness, and training is run through them. We are introducing <i>Calm Spaces</i> , which has also been trialled in other schools previously, to give children an understanding of concepts like forgiveness and to give them a physical space within school connected with mental well-being.	Trickbox training will be given to all staff, including lunchtime supervisors through PDMs. The HT will monitor the impact of teaching through pupil conferencing. A dedicated member of staff is being employed to run THRIVE interventions; this member of staff is being trained through the primary behaviour support service. The PSHE lead will attend Calm Space training, which will then be cascaded to staff. Approx cost – Trick box materials, training and resources for calm spaces £1200	HT, PSHE leader	Trickbox and Calm Spaces will be evaluated through child conferencing termly. THRIVE interventions will be evaluated against personalised targets half termly.
C. Children eligible for PP develop a wider vocabulary (especially with regards to academic language) and wider oral language skills, to bring them in line with their peers.	Assess all children at risk of having vocabulary gaps (including all PP children), and use this information to inform speech and language interventions where necessary.	SpeechLink, by Multimedia Ltd. is a widely-used diagnostic and intervention tool with proven impact. Using it to identify children's needs precisely will enable subsequent interventions to be more precise and effective.	The ELSA will share baseline SpeechLink scores with the SLT. Later SpeechLink scores will allow staff and SLT to measure the impact of interventions. Speech Link License - £275	ESLA	All assessed by Oct 19 – interventions in place from Nov 19. Analysis completed termly.
Total budgeted cost					£26,975

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?
D. Families of all children eligible for PP are continually encouraged to take up a wide range of opportunities to engage with school. The school encourages and supports these families to help their child learn at home. School provides extra help and motivation for PP children if families do not do so at home.	We use a wide range of approaches to engage parents and provide them with opportunities to be active within school. We run Monday morning reading sessions, Tuesday Drop Ins, family learning sessions and parents' assemblies. Parents are communicated to via the Marvellous Me App, through Tapestry in year R and through communication books.	The Educational Endowment Foundation (EEF) has found that parental engagement can have a moderate positive effect on children's progress. However, they point out that the cost of different approaches to improve parental engagement can vary widely, and so recommend ensuring value for money. Our approaches are designed to be relatively low-cost, while maximising impact. They also follow the EEF advice to: provide a flexible approach to fit around parents' schedules; aim to make the school welcoming for parents whose own experience of school may not have been positive; and give practical support, advice and guidance to parents who are not confident in their ability to support their children's learning.	Parental engagement trackers will be used to identify families who we need to make a special effort to reach out to, and to measure the impact of initiatives. Approx Cost – Marvellous Me Licence - £595, Tapestry License - £400	HT and Welfare Officer	As part of SIP review: termly
	Proactively identify families who struggle with a range of home routines and signpost them to external support services. Ensure up-to-date information is disseminated, and promoted, to parents.	There are a range of services on or near Hayling Island that can support parents. Although some parents who struggle at home do not want to take these up, many parents do but are simply not aware of what is on offer. School is a crucial point of contact between parents are these services, and for many parents the relationships they have with school or the staff at school give them the confidence to engage with these services.	A specific tracking system will be set up to allow staff to identify children / families who they feel would benefit from support services, and record whether these families have taken up the offer of specific services.	HT and Welfare Officer	Biannually

<p>E. Children eligible for PP have similar opportunities for enhanced learning activities across curriculum as their peers and are inspired to participate, improve and excel.</p>	<p>We organise a range of after school clubs and enhanced curriculum opportunities within school time such as sports festivals and trips. Parents/carers of PP children are given a voucher that entitles them to a term's-worth of after school clubs for free.</p>	<p>The government recognise that "<i>school trips have clear benefits for pupils ... learning outside the classroom helps to bring the curriculum to life – it provides deeper subject learning and increases self-confidence</i>" [HSE: School Trips]. Our breakfast and lunchtime clubs offer similar benefits, alongside the wider personal and inter-personal skills they develop.</p>	<p>The Healthy School Co-ordinator will keep a list of clubs and other provision and will ensure we offer a broad and balanced selection of these. We will assess the effectiveness of external providers through child interviews.</p> <p>Approx Cost – extra curricular clubs for children - £2,300</p> <p>Approx Cost - Free school meal children clubs/uniform initiative incentive equates to around £50 per FSM child = £2050</p> <p>Approx cost - School Trip Subsidy for FSM children - £1000</p>	<p>Healthy school co-ordinator</p>	<p>Pupil interviews & analysis of clubs registers conducted Termly</p>
<p>F. Children eligible for PP have increased attendance rates.</p>	<p>There are regular celebrations of good attendance in assembly, both for whole classes and individuals. Children who are absent receive same-day follow up. The HT and attendance officer compile a monthly report on persistent absentees, which is also checked by governors. With Mengham Junior, the school will run a morning minibus service to pick up persistent absentees who are eligible for the PP.</p>	<p>Raising attendance is a crucial first step to raising attainment. Improved attendance is a target from our last OFSTED report. DfE research shows the impact of having a senior member of staff overseeing this issue, of analysing data regularly and acting on it promptly. The minibus service provides a service for children whose families cannot ensure their attendance even with other, earlier support.</p>	<p>Regular data analysis and reports will enable impact of actions to be checked and amended if necessary.</p> <p>Cost – approx. = £3,500 – staffing and running of daily mini bus pick up.</p>	<p>HT</p>	<p>Individual children's attendance monitored as part of each attendance report. Group analysis completed termly.</p>

<p>G. No children are hungry during the school day.</p>	<p>Proactively check whether children at risk of hunger have eaten. Ensure any child that has not eaten breakfast is fed when they arrive in school and that any children who are chronically hungry during the day receives extra fruit and/or dinner to ensure they are well-fed during the day.</p> <p>Establish 'community fridge' to support families to feed children sufficient, healthy meals.</p>	<p>Providing a morning breakfast station last year was unsuccessful because parents didn't feel like it was the right/time place for this service and they felt self-conscious about using it. However, as a school we are able to ensure that children who have missed meals are fed within school, and this is a low-cost, effective solution.</p> <p>The Tesco food-share scheme was much more successful and was widely used by parents. We want to build on the success of this with our 'community fridge'.</p>	<p>SLT and governors will conduct child and parent/carer interviews to assess what is working well, and what needs to be changed.</p>	<p>HT</p>	<p>Biannually</p>
Total budgeted cost					£9845

Impact Analysis 2019-20																																																																			
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>			<i>Impact Measured</i>																																																															
<p>A greater proportion of PP children meet ARE / GDS standards in KS1 and the expected / exceeding standards in Early Years, so that we diminish or eliminate the difference between this and the 'national other' figure.</p> <p>Children eligible for PP who have SEND and who are working significantly below ARE show clear progress against starting points and they are given good opportunities to meet challenging, personalised targets.</p>	<p>The targets for the current year 2 for end of KS1, based on their end-of-EYFS data, were:</p> <table border="1" data-bbox="506 874 1346 970"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>ARE+</td> <td>65%</td> <td>55%</td> <td>60%</td> </tr> <tr> <td>GDS</td> <td>30%</td> <td>0%</td> <td>20%</td> </tr> </tbody> </table> <p>Since these ambitious targets were set, the children have made accelerated progress within year 1, and so we have increased these targets to:</p> <table border="1" data-bbox="506 1054 1346 1150"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>ARE+</td> <td>70%</td> <td>55%</td> <td>70%</td> </tr> <tr> <td>GDS</td> <td>35%</td> <td>10%</td> <td>20%</td> </tr> </tbody> </table>				Reading	Writing	Maths	ARE+	65%	55%	60%	GDS	30%	0%	20%		Reading	Writing	Maths	ARE+	70%	55%	70%	GDS	35%	10%	20%	<p>Due to the lockdown, the final data we have for year groups was from February 2020.</p> <p>Year 2:</p> <table border="1" data-bbox="1368 930 1989 1026"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>ARE+</td> <td>65%</td> <td>55%</td> <td>70%</td> </tr> <tr> <td>GDS</td> <td>30%</td> <td>5%</td> <td>15%</td> </tr> </tbody> </table> <p>Year 1:</p> <table border="1" data-bbox="1368 1078 1989 1174"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>ARE+</td> <td>60%</td> <td>54%</td> <td>67%</td> </tr> <tr> <td>GDS</td> <td>13%</td> <td>7%</td> <td>7%</td> </tr> </tbody> </table> <p>Year R:</p> <table border="1" data-bbox="1368 1230 1989 1326"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>EXP+</td> <td>42%</td> <td>42%</td> <td>67%</td> </tr> <tr> <td>EXC</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table> <p>On track for GLD:33%</p> <p>These data show that a greater proportion of PP children were on track to meet ARE/GDS standards at the end of KS1 and that PP children in year R were making accelerated progress from their low baselines.</p>					Reading	Writing	Maths	ARE+	65%	55%	70%	GDS	30%	5%	15%		Reading	Writing	Maths	ARE+	60%	54%	67%	GDS	13%	7%	7%		Reading	Writing	Maths	EXP+	42%	42%	67%	EXC	0%	0%	0%
	Reading	Writing	Maths																																																																
ARE+	65%	55%	60%																																																																
GDS	30%	0%	20%																																																																
	Reading	Writing	Maths																																																																
ARE+	70%	55%	70%																																																																
GDS	35%	10%	20%																																																																
	Reading	Writing	Maths																																																																
ARE+	65%	55%	70%																																																																
GDS	30%	5%	15%																																																																
	Reading	Writing	Maths																																																																
ARE+	60%	54%	67%																																																																
GDS	13%	7%	7%																																																																
	Reading	Writing	Maths																																																																
EXP+	42%	42%	67%																																																																
EXC	0%	0%	0%																																																																

Children eligible for PP develop improved inter- and intra-personal skills.	Targeted PP children have improved Boxall / Thrive profile scores in areas identified for development. All PP children receive, on average, as many behaviour awards in school as their peers.	5 PP children were on Thrive program during 19-20. Of these, 2 started during year and so had not had review before lockdown. 3 children who had reviews all showed progress within profile scores, with one child moving up an entire level of development.
Children eligible for PP develop a wider vocabulary (especially with regards to academic language) and wider oral language skills, to bring them in line with their peers.	Staff are aware of PP children with poor oral language skills, and their next steps for improvement. Targeted PP children have improved language link scores. Child conferences provide evidence of PP children confidently using a wide range of technical vocabulary, at an ARE standard. Lesson observations provide evidence of PP children fully engaging in class, small group and pair discussions.	Language link age-standardised-scores showed that, on average, PP children did start school with lower language scores than their peers. Language interventions were in place for all these children and impact could be seen by teachers in class. Unfortunately, end-of-year data could not be gathered to measure this impact more precisely.
Families of all children eligible for PP are continually encouraged to take up a wide range of opportunities to engage with school. The school encourages and supports these families to help their child learn at home. School provides extra help and motivation for PP children if families do not do so at home.	Parental engagement trackers, Tapestry use, and Marvellous Me use, show increased levels of participation from parents/carers of PP children, so they are in line with the parents of non-PP children. Parental engagement with Reading bookmarks show that PP children are read with on a 1:1 basis as frequently as their peers, either by parents/carers at home or through extra opportunities in school.	Parental engagement trackers continue to show that engagement of parents/carers of PP children is, on average, slightly lower than non-PP children. However, school ensured that all PP children had some level of parental engagement and that all PP children who lacked parental engagement with academic support (e.g. reading at home) received extra support in these areas.
Children eligible for PP have similar opportunities for enhanced learning activities across curriculum as their peers and are inspired to participate, improve and excel.	At least 50% of pupil premium children attend some form of extra-curricular provision. When interviewed, these children report that it is enjoyable and/or has helped them develop a skill/interest.	14 PP children attended at least one club, out of 43 total, which means 33% of pupil premium children attend some form of extra-curricular provision. However, clubs were not able to run for half the year, so this suggests that we were on track to meet our target. This is also backed up by the fact that overall, 28% of children attending clubs were PP children (of the 85 places, 24 were taken by PP children because some PP children went to more than 1 club). This compares to 26% of children in school being eligible for PP, which means PP children were slightly more likely to attend clubs than their peers.
Children eligible for PP have increased attendance rates.	Improve the overall PP attendance (for academic year 2019-20) to at least 96% (in line with their non-PP peers) by end of July 2020. Ensure that the percentage of persistent absentees among pupils eligible for PP remains less than 6% (in line with national average non-PP pupils).	<p style="background-color: yellow;">Due to school closures and subsequent changes to attendance coding linked to Covid 19 these figures do not reflect actual physical attendance over a one year period</p> <p>Attendance rates for year 19-20: PP children: 95.31% non-PP children: 96.73% Persistent absentees for year 19-20: PP children: 4/43 children 9.3% non-PP children: 4/124 3.2%</p>
No children are hungry during the school day.	Staff know which children are at risk of being hungry during the school day and proactively check that they have eaten. Any child that has not eaten breakfast is fed when they arrive in school. Any children who are chronically hungry during the day receives extra fruit and/or dinner to ensure they are well-fed during the day. No children complain of being hungry during the school day (after initial arrival).	Internal tracking systems recorded and monitored all children at risk of being hungry. These children were proactively picked-up if necessary. Systems are now embedded to address the needs of children in this area.

