**Robins Lane Pupil Premium Strategy 2019-2020**

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| 1. **Summary information** | | | | | |
| **School** | Robins Lane Community Primary School | | | | |
| **Academic Year** | 2019-20 | **Total PP budget** | £88,440 | **Date of most recent PP Review** | 09.02.18 (external)  09.07.19 (governor review) |
| **Total number of pupils** | 218  (October 2019) | **Number of pupils eligible for PP** | 68 | **Date for next internal review of this strategy** | 09.12.19  (Link governor review) |

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| 1. **Current attainment – 2018/2019** | | | | | |
|  | | | *Pupils eligible for PP School*  *(Ever 6 FSM)*  *School* ***National*** | | *Pupils not eligible for PP*  *(Other)*  *School* ***National*** |
| **EYFS** | | | | | |
| **% achieving a Good Level of Development** | | | 50% (3/6) **TBC%**  An increase of 30% on last year (20%, 1/5) | | *80%* ***TBC%*** |
| **KS1** | | | | | |
| **% making expected standard in Reading** | | | 40% (4/10) **TBC%**  An increase of 4% on last year (36%, 4/11) | | *95%* ***TBC%*** |
| **% making expected standard in Writing** | | | 40% (4/10) **TBC%**  An increase of 4% on last year (36%, 4/11) | | *80%* ***TBC%*** |
| **% making expected standard in Maths** | | | 50% (5/10) **TBC%**  An increase of 14% on last year (36%, 4/11) | | *85%* ***TBC%*** |
| **% making expected standard in Phonics (By end of Year 1)** | | | 40% (2/5) **TBC%**  A decrease of 6% on last year (46%, 5/11) | | *96%* ***TBC%*** |
| **KS2** | | | | | |
| **% achieving expected standard in Reading, Writing and Maths** | | | 34% (5/15) **TBC%**  An increase of 3% on last year (31% 4/13) | | *85%* ***TBC%*** |
| **% achieving expected standard in Reading** | | | 40% (6/15) **TBC%**  An increase of 2% on last year (38% 5/13) | | *85%* ***TBC%*** |
| **% achieving expected standard in Writing** | | | 67% (10/15) **TBC%**  An increase of 29% on last year (38% 5/13) | | *85%* ***TBC%*** |
| **% achieving expected standard in Maths** | | | 60% (9/15) **TBC%**  An increase of 14% on last year (46% 6/13) | | *85%* ***TBC%*** |
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| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | |
| **In-school barriers** | | | | | |
|  | | Whilst previous actions to improve phonics have been impactful, an attainment gap in phonics for PP-eligible pupils is still present. For those who don’t achieve age-related standards in phonics, this is having a detrimental effect on pupils’ ability to attain effectively in later years. | | | |
|  | | Whilst the gap is closing from previous years, attainment and progress in mathematics by the end of KS1 and KS2 is lower than other pupils. This is having a detrimental effect on pupils’ ability to access age-related National Curriculum content in later years. | | | |
|  | | Whilst the gap is closing in KS1, attainment and progress in reading by the end of KS2 was lower than other pupils last year with fluency being a particular barrier. This is having a detrimental effect on pupils’ ability to access age-related National Curriculum content in later years. | | | |
|  | | Difficulties with speech and language, and/or early development delay, upon entry into EYFS as well as limited vocabulary moving through the school. | | | |
| E. | | Behaviour and emotional well-being of internally identified PP pupils is having a detrimental effect on their attainment and progress. | | | |
| F. | | A new leader for Pupil Premium is required to ensure continued effective coordination of actions and monitoring of impact so that all PP-eligible pupils are achieving and that, where not, analysis and additional actions are taken. | | | |
| **External barriers** | | | | | |
| G. | | Whilst the number of pupils persistently absent and/or late has decreased due to previous effective action, this has been a historic issue for the school. A number of pupils with current and/or historic attendance/punctuality issues are also PP pupils. This is having a detrimental effect on pupils’ access to the curriculum and, in turn, attainment and progress. | | | |
| H. | | There has been an increase in the number of PP eligible pupils with vulnerable/difficult home situations. This is impacting said pupils’s emotional states and their readiness to learn. | | | |
| I. | | A number of pupils come from a traveller community and families require additional support to access/engage with school life and school information on a frequent basis. | | | |
| J. | | The percentage of PP-eligible pupils accessing the range of extra-curricular opportunities on offer at the school is lower than that of other pupils. This limits the wider opportunities these pupils have to develop the talents, interests and cultural capital. | | | |
| 1. **Desired outcomes** *(see Pupil Premium action plan 2018-2019)* | | | | **Success criteria** | |
|  | (Improve phonics) Improved quality of teaching and learning of early reading, in particular, phonics. Consistency in approach of teaching reading and early reading. Sufficient resources available for delivering phonics programme. Increased reading at home. Improvements in attainment and progress for all, including PP pupils. | | | At least 60% (3/5) of PP pupils will achieve expected standards for reading in EYFS.  Phonics attainment at the end of Y1 for PP pupils will be at least 50% (3/6). This cohort has a smaller number of PP eligible pupils. At least 66% of pupils sitting the phonics recheck will pass (this represents 2 out of 3). | |
|  | (Improve KS1 and KS2 mathematics) Improved quality of teaching and learning of mathematics. Consistency in approach of teaching mathematics in KS1 and KS2. Sufficient resources available for delivering mathematics. Regular opportunities for pupils to reason and problem solve in order to gain conceptual understanding, consolidate learning and master mathematics concepts. Improvements in attainment and progress for all, including PP pupils. | | | An increase of at least 10% in end of KS1 expected attainment for PP pupils.  An increase of at least 5% in end of KS2 expected attainment for PP pupils (accounting for prior attainment information).  An increase from 0% in end of KS2 greater depth. attainment for PP pupils. | |
|  | (Improve KS2 reading) Improved quality of teaching and learning of reading in KS1 and KS2. Consistency in approach of teaching reading. Sufficient resources available for delivering reading. Increased reading at home. Improvements in attainment and progress for all, including PP pupils. | | | An increase of at least 10% in end of KS1 expected attainment for PP pupils.  An increase of at least 23% in end of KS2 expected attainment for PP pupils. | |
|  | (Improve early speaking and vocabulary) All pupils whom, on entry, are identified as having speech and vocabulary issues to make at least expected progress from starting points. Improvements to the quality of writing throughout the school and increased attainment in the GPS tests at the end of Key Stage 2. | | | At least 60% of PP pupils (3/5) to achieve speaking and listening early learning goals. | |
|  | (Improve pupil well-being, behaviour and self-esteem) Improved behaviour of internally identified pupils. An increase in self-esteem. More secure friendship groups for internally identified pupils. A reduction in the number of low-level behaviour incidents involving internally identified pupils. A reduction in the number of fixed term exclusions for internally identified pupils. | | | Less than 0.8% of pupils excluded by the end of the year.  Over 80% of internally identified pupils will have a reduction in the number of low-level behaviour incidents. | |
|  | (Improve PP leadership) Improved coordination of activities outlined in the strategy document. Improved ongoing monitoring and diagnostic work resulting in precise and timely action where needed. An improvement to bespoke approaches for pupils with more complex areas of need. Improved success of planned actions and achievement of success criteria outlined in all desired outcomes. | | | Qualitative evidence will show strong leadership of PP. All, if not the vast majority, of success criteria herein the desired outcomes section will be met. | |
|  | (Improve attendance) Maintaining above 96% average attendance percentage. A further reduction in the number of PP pupils classified as persistently absent and an overall improvement in attendance for PP pupils. | | | The overall school attendance figure will be at or above 96%. A further reduction in the number of persistently absent PP pupils from 2018-2019 figures. | |
|  | (Improve home-life support) Accelerated connections to external/wider support agencies for pupils with vulnerable home situations. Improved coordination with multi-agency issues. A reduction in the number of medium/high-level behaviour incidents involving internally identified pupils. Internally identified pupils feeling supported. Causal improvements to attendance for linked PP pupils. | | | All known vulnerable pupils to have effectively coordinated multi-agency access and internal/qualitative data indicating continued support for, and engagement of, known pupils. | |
|  | (Continue liaison with traveller community) Maintenance of currently built relationships. Further improvements to attendance and punctuality of related pupils. | | | Engagement of target families to continue and to be quantified, particularly where early help is provided before an EHAT. A reduction in the number of persistently absent pupils from this learner group. | |
|  | (Improve extra-curricular access) Increase in the number of PP-eligible pupils accessing extra-curricular opportunities provided by the school. Causal improvements to attendance, behaviour and well-being of PP-eligible pupils. | | | At least 55% of PP-eligible pupils accessing at least one extra-curricular club in each half-term (currently approximately 35%).  At least 30% PP-eligible pupils accessing at least two extra-curricular clubs each half-term. | |

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| 1. **Planned expenditure** | | | | | | |
| **A Academic year** | | **2019-2020** | | | | |
| 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. | | | | | | |
| 1. **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/Cost** | **Review End 18-19**  **Next Step** |
| A (Improve phonics)  B (Improve KS1 and KS2 mathematics)  C (Improve KS1 and KS2 reading)  D (Improve early speaking and development delay) | * Implement a new whole-school assessment and tracking system to improve tracking of PP pupils and improve intervention monitoring and evaluation procedures. | | RESEARCH: NFER Building Block 4 – Meeting individual learning needs, Building Block 6 – Data driven and responding to evidence.  Rationale: Whilst introduced in the previous strategy, and proved impactful, the review the previous strategy indicated that the tracking system provider had ceased trading. The school is now in a position of implementing another new system for the same purposes/rationale identified previously. | * Ensure sufficient training is provided on the new system. * Protected leadership time for assessment lead to monitor, and report on, findings. * Regular monitoring of teachers inputting assessment information. * Introduce pupil progress meeting and associated proformas to indicate that teachers are better reviewing their own data. * Review planning, teaching, learning and assessment regularly. | Lead: Assessment lead/SENCO   * Additional non-contact time for assessment lead to identify alternative = £150 * Tracker Online subscription = £1,600 * Training sessions on new system for key staff = £300 * Half-day leadership time each fortnight for assessment lead to successfully implement and monitor = £70 x 20 weeks = £1,400   TOTAL = £3,450 |  |
| B (Improve KS1 and KS2 mathematics) | * Quality first teaching for all pupils through the implementation of Singapore Maths mastery approach – Maths No Problem. * Provide associated professional development for teachers. * TA in certain year groups to support the delivery of mathematics lessons. | | RESEARCH: NFER Building Block 3 – High quality teaching for all, Building Block 5 – Deploy staff effectively. EEF Research – Mastery learning (+5 months).  Rationale: School data shows a continuing need to raise attainment for PP-pupils. Data shows that accelerated progress is needed for some groups of pupils to meet ARE. In house and external monitoring exercises indicate improvements in quality of teaching in mathematics, and consistency, across the school. National data also indicates the improving picture of attainment and progress in mathematics. | * Regular lesson observations. * Learning walks (some with a focus on TA deployment). * Book scrutiny checks. * Pupil voice. * Termly tracking data, monitoring of groups. * Pupil Progress meetings. * Ensure sufficient professional development for teachers to implement, and embed, the mastery approach across the school. * Ensure all associated resources are acquired. | Lead: Maths lead/SLT   * Maths No Problem whole-school one-day teacher training for new staff = £1,300 * Associated workbooks, exercise books and subscriptions = £5000 * Associated mathematics resources = £1500 * 1x TA in certain year groups (x3), per morning = £23,997   TOTAL = £31,797 |  |
| C (Improve KS1 and KS2 reading) | * Quality first teaching for all pupils through the whole-class reading teaching approach in place of the previous ‘carousel structure’, including ongoing funding for sufficient reading resources. * Continuation of phonics scheme – RWI. * Provide professional development for new staff. * Sufficient teaching staff, including TAs, to deliver the RWI programme. * Continue to fund the ongoing restock the library. * Introduce an appropriate tracking system for reading book loans to analyse habits and patterns on PP-eligible pupils. | | RESEARCH: NFER Building Block 3 – High quality teaching for all. EEF Research – Reading comprehension strategies (+5 months), Phonics (+4 months). Numerous institutions, and authorities such as Herts for Learning, are now advocating the benefits of whole-class approaches to reading.  Rationale: Previous and current school data shows a continuing need to raise attainment for PPG pupils. National data indicates the RWI phonics scheme had significant impact for all pupils (86% and above national average) and, therefore, should be continued. The whole-class reading structures brought about improvements to the quality of reading teaching. However, due to previously low stocks of library and class reading materials, the school must continue to fund an ongoing programme of resource acquisition so that strong KS1 progress and attainment does not dip in KS2. | * Regular lesson observations. * Learning walks (some with a focus on TA deployment). * Book scrutiny checks. * Pupil voice. * Termly tracking data, monitoring of groups. * Pupil Progress meetings. * Ensure sufficient professional development for teachers to implement, and embed, the approach across the school. * Ensure all associated resources are acquired. | Lead: Phonics lead/SLT   * Phonics coaching costs met by TLIF government funding * New staff two-day introduction training £300 x 5 = £1500. * New library books = £3000 * Whole-class sets of identified texts = £2800 (per term) x 3 = £8400 * New library loan monitoring system = £1300 * Weekly non-contact time for a member of support staff for library maintenance = £15 x 40 = £600 * Additional support staff, 1 hour per morning, to support RWI delivery (costs quantified in previous box)   TOTAL = £14,800 |  |
| D (Improve speaking and vocabulary) | * Quality first teaching for all pupils through the implementation a consistent approach to the teaching of writing (Talk 4 Writing) by participating in the second year of the two-year Primary Writing Project. | | RESEARCH: NFER Building Block 3 – High quality teaching for all. EEF Research – Oral language interventions (+5 months).  Rationale: Previous and current school data shows a continuing need to raise attainment in this area for PPG pupils. KS2 data last year (the cohort where the approach was trialled, a year earlier) indicated the impact of Talk 4 Writing for all pupils (75%) and for PP-eligible pupils (67% - 1% away from the national average). As a result, this approach will continue to be funded this year. | * Regular lesson observations. * Learning walks. * Book scrutiny checks. * Pupil voice. * Termly tracking data, monitoring of groups. * Pupil Progress meetings. * Ensure sufficient professional development for teachers to implement, and embed, the approach across the school. * Ensure all associated resources are acquired. | Lead: English lead/SLT   * Primary Writing Project annual fee = £6500 * Half-day leadership time for English lead = £70 x 20 weeks = £1,400 * Associated resources = £1000   TOTAL = £8,900 |  |
| F (Improve PP leadership) | * Following the recruitment of a new senior leader (Assistant Headteacher), provide adequate training and non-contact time to lead on, and monitor the activities related to, PP. | | RESEARCH: NFER Building Block 4 – Meeting individual needs, Building Block 5 – Deploying staff effectively, Building Block 6 – Data Driven, Building Block 7 – Clear, responsive leadership.  Rationale: The redistribution of roles has meant that the school has sought to recruit a new senior leader with responsibility for PP leadership. Therefore, to ensure this role is impactful, sufficient time to carry out the role, in addition to adequate training, must be afforded this year. | * Regular meetings to review ongoing work. * Pupil Progress Meetings. * Pupil voice. * Appropriate training will be provided. | Lead: PP Lead   * Access to PP courses for PP lead = £300 x 3 = £600 * Half-day leadership time for PP lead = £110 x 40 = £4400 * Access to in-house coaching (funded through other means) * Access to other leadership CPD, including NPQSL = £600   TOTAL = £5600 |  |

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| **Total budgeted cost** | £64,547 |

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| **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/cost** | | **Review End 18-19**  **Next Step** |
| A (Improve phonics)  C (Improve KS1 and KS2 reading) | * Read, Write, Inc. Phonics intervention groups. * Read, Write, Inc. 1:1 catch-up sessions. | RESEARCH: NFER Building Block 3 – High quality teaching for all. EEF Research – Early Years Intervention (+5 months), Phonics (+4 months).  Rationale: A number of PP eligible pupils did not meet the phonics check standard in Year 1 last year. In-house data evidences that pupils receiving 1:1 catch up typically met the standard of the phonics screening check. | * Introduction of pre- and post-intervention assessments to evaluate intervention impact. * Termly tracking data, monitoring of groups. * Intervention observations. * Progress meetings with each intervention staff member. * Ensure all resources are required. * Ensure planning and preparation time for TAs. * Parent and pupil voice. | Lead: EYFS lead/RWI lead/ SENCO   * RWI catch-up sessions: £8,661 (2 x afternoon TAs) * Training costs met by TLIF government funding.   TOTAL = £8,661 | |  |
| D (Improve early speaking and development delay) | * ‘Early Talk Boost’ intervention in Nursery and Reception for targeted pupils. | RESEARCH: NFER Building Block 3 – High quality teaching for all. EEF Research – Early Years Intervention (+5 months), Oral language interventions (+5 months), Phonics (+4 months).  Rationale: Early Talk Boost has had significantly positive results when used in school last year. Data and internal observations in EYFS continue to indicate speech and language issues on entry, particularly for a number of PP eligible pupils. | * Use of pre- and post-intervention assessments to evaluate intervention impact. * Termly tracking data, monitoring of groups. * Intervention observations. * Progress meetings with each intervention staff member. * Ensure all resources are required. * Ensure planning and preparation time for TAs. * Parent and pupil voice. * Monitor learning records. | Lead: EYFS lead/SENCO   * 1 x learning assistant a.m. in EYFS to deliver intervention (cost quantified in earlier box) * No further training or resource costs.   TOTAL = costs quantified elsewhere | |  |
| B (Improve KS1 and KS2 mathematics) | * Identify, and implement, appropriate replacement for 1stClass@Number to support KS1 struggling pupils * Targeted breakfast booster classes (ARE and GD) for Year 6 in Spring 2/Summer 1 * Targeted additional after-school tuition and personalised homework for PP eligible pupils in Year 6 via Kumon tutoring centre. * As above, for two targeted pupils elsewhere in KS2, as part of a wider focused strategy for said pupils | RESEARCH: NFER Building Block 5 – Deploy staff effectively. EEF Research – Small group tuition (+4 months), homework (+3 months), One to one tuition (+5 months).  Rationale: Previous and current data shows a continuing need to raise attainment for PP pupils. Data shows that a number of PP eligible pupils in Year 6 are behind expectations and need accelerated progress to achieve ARE in mathematics. Use of Kumon tutoring last year indicated that, of the 8 pupils with 6 months involvement, 5 achieved ARE standards whilst all 8 made substantial progress from September baselines. Therefore, this provision will continue. | * Introduction of pre- and post-intervention assessments to evaluate intervention impact. * Termly tracking data, monitoring of groups. * Intervention observations. * Progress meetings with each intervention staff member. * Ensure all resources are required. * Ensure planning and preparation time for TAs. * Parent and pupil voice. * Regular reports from Kumon tutoring provision. | Lead: Maths lead/SENCO   * New KS1 support (TBC) * ‘Greater Depth’ Booster classes provided by qualified teaching staff: £580 * ‘Expected Standard’ Booster classes provided by qualified teaching staff: £1949 * 1x TA per year group, per morning (cost quantified in a previous box) * Kumon tutoring centre places = £720 x 11 = £7,920   TOTAL = £10,449 | |  |
| C (Improve KS2 reading) | * Implement Reading Plus in Key Stage 2 to develop fluency, reading accuracy and comprehension * Acquire sufficient technology infrastructure to access Reading Plus * Continue to provide, after-school reading booster clubs for Year 6 in Spring 2/Summer 1 | RESEARCH: NFER Building Block 4 – Meeting individual needs. Local Case Study: Holy Spirit – increase in reading progress from – 2.1 to +3.2 from 2017 to 2018 after implementation.  Rationale: Previous and current data shows a continuing need to raise attainment for PP pupils in these cohorts. Analysis of previous national data, and internal monitoring, shows that fluency and reading efficacy has been a barrier for pupils. In-school information shows that this is developing well in KS1 through RWI, however, for KS2 pupils whom have not had this approach, further support is still needed to address this barrier. | * Introduction of pre- and post-intervention assessments to evaluate intervention impact. * Termly tracking data, monitoring of groups. * Intervention observations. * Progress meetings with each intervention staff member. * Ensure all resources are required. * Ensure planning and preparation time for TAs. * Parent and pupil voice. * Monitor DHT planning. | Lead: DHT/English lead/SENCO   * Reading Plus 3-year subscription = £7500 (payable in instalments – £4500 this year) * Tablet devices for individual access to Reading Plus = £2000 * Reading booster clubs = £50 x 10 sessions = £500   TOTAL = £7,000 | |  |
| C (Improve KS1 and KS2 reading) | * PP with specific literacy difficulties to access ‘IDL’ online reading and spelling intervention programme. | RESEARCH: Early research into the IDL programme indicates that pupils make, on average, 10 months progress in reading and spelling ages after 26 hours of use.  Rationale: There are a number of PP pupils who are displaying specific difficulties with reading and spelling, including some with dyslexia diagnosis/traits. The programme can also be accessed at home to engage, and support, parents. | * Introduction of pre- and post-intervention assessments to evaluate intervention impact. * Termly tracking data, monitoring of groups. * Intervention observations. * Progress meetings with each intervention staff member. * Monitoring of online use for all target pupils. * Ensure planning and preparation time for TAs. * Parent and pupil voice. * Book scrutiny. | Lead: SENCO   * IDL programme = £399   TOTAL = £399 | |  |
| E (Improve pupil well-being, behaviour and self-esteem) | * Engage the services of an educational psychologist (EP), in addition to the standard hours provided by the LA, to support early identifications of needs and support. * Engage the services of the Behaviour Improvement Team (BIT team) | RESEARCH: NFER Building Block 2 – Addressing behaviour and attendance, Building Block 4 – Meeting individual needs. EEF Research – Behaviour interventions (+3 months).  Rationale: There are a number of PP pupils in school whom have been referred to the paediatric service or other health professionals but have been discharged for non-attendance. This leads to a lack of advice/ support for both school and parents on how to manage behaviours and need in order to raise attainment. | * Review actions generated from external visitors. * Monitor the implementation of actions/recommendations. * Monitor associated records, such as behaviour logs. * Review the number of pupils acquiring additional support as a result of agency involvement. * Pupil and parent voice. * Monitor the reduction in families considered as being disengaged. | Lead: SENCO   * Learning support service x 5 visits @ £90= £450 * EP 6 days @ £420 per day =£2520 * Annual service level agreement with BIT team = £1,500   TOTAL = £4,470 | |  |
| E (Improve pupil well-being, behaviour and self-esteem)  F (Improve attendance)  G (Improve home-life support) | * Provide a full-time Pastoral Manager to support families of PP pupils experiencing difficulties as well as those whom are not engaging well with school and other agencies. * Engage the services of the LA Education Welfare Service each week to support families with improving attendance and pupil welfare. * Conduct a whole-school ‘Pupil’s Attitude to Self and School’ Survey to identify particular cohorts/pupils and issues that may be present. | RESEARCH: NFER Building Block 2 – Addressing behaviour and attendance, Building Block 4 – Meeting individual needs. EEF Research – Social and Emotional Learning (+4 months), Behaviour interventions (+3 months).  Rationale: There are a number of PP pupils who have barriers to learning involving social and economic issues in the family. Addressing these issues through family support will have a positive effect in raising attendance and achievement. | * Regular supervision by appropriate, independent professionals provided for all pastoral staff. * Progress of pupils identified as vulnerable and in receipt of support tracked through assessment and safeguarding systems. * Parent and pupil voice. * Regular attendance and punctuality monitoring. * Regular monitoring of vulnerable families. * Administer the Pupils Attitudes to Self and School (PASS) Survey. * Monitor the planned interventions based upon attitudinal factors. * Monitor the progress of the children’s attitudes over time. | Lead: Designated Safeguarding Lead/ Learning mentor / Wellbeing Lead   * Pastoral Manager = £29,532 * Education Welfare Service 1 x half-day weekly support until April 2019 = £4,000 * PASS Survey = £374   TOTAL = £33,906 | |  |
| **Total budgeted cost** | | | | £64,885 | | |
| **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/Cost** | | **Review End 18-19**  **Next Step** |
| H (Continue liaison with traveller community) | * Buy in to the Service Level Agreement (SLA) for Learner Support services, which includes the Traveller Liaison Officer and support team. | RESEARCH: NFER Building Block 2 – Addressing behaviour and attendance, Building Block 4 – Meeting individual learning needs. EEF Research – Parental engagement (+3 months).  Rationale: Empirical evidence from previous years indicates the need to maintain this provision to support continued engagement. | * Request regular feedback from work of Traveller Liaison Officer * Monitor attendance and punctuality of identified pupils * Monitor behaviour records * Monitor attainment and progress records | Lead: School Business Manager/ Pastoral Manager   * Learner support service - £1500 annual SLA fee   TOTAL = £1500 | |  |
| I (improve extra-curricular access) | * Provide at least one club, per day, for each key stage * Recruit new PP lead (previously mentioned) with direct responsibility for monitoring club attendance by PP pupils and target those who aren’t * Provide additional enrichment opportunities, including opportunities for musical instrument lessons (Spring 2) | RESEARCH: NFER Building Block 1 – Whole-school ethos of attainment for all. Building Block 2 – Addressing behaviour and attendance. Building Block 4 – Meeting individual learning needs.  EEF Research – Arts Participation (+ 2 months), Collaborative learning (+5 months), Digital technology (+4 months), Extending School Time (+2 months), Reading Comprehension Strategies (+6 months) and Sports Participation (+2 months.)  Rationale: Evidence suggests that there is a need to increase the number of PP pupils who engage in extra-curricular activity. | * Monitor the number of PP children who sign up to extra-curricular clubs. * Monitor PP children’s attendance at extra-curricular clubs. * Request feedback from PP children and their parents/ carers. | Lead: PP Lead / teaching staff   * New PP Lead costed elsewhere * Music lessons to be costs dependent on uptake – will be costed in Spring 2020 * 1 hour of teacher time per week for 8 sessions per week x 36 weeks   TOTAL = TBC | |  |
| **Total budgeted cost** | | | | | | £1,500 (tbc) |
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| **Total cost i: Quality teaching for all** | | | | | £64,547 | |
| **Total cost ii: Targeted support** | | | | | £64,885 | |
| **Total cost iii: Other approaches** | | | | | £1,500 (tbc) | |
| **Overall total cost** | | | | | £130,932 | |
| **Additional school funding to improve outcomes for Pupil Premium pupils** | | | | | £42,492 | |
| **Pupil Premium funding spending** | | | | | £88,440 | |