

# Begbrook Primary Academy - Pupil premium strategy statement

1. Summary information					
School	Begbrook Primary Academy				
Academic Year	2018-19	Total PP budget	Approx £157,130	Date of most recent PP Review	Sept 18
Total number of pupils	614	Number of pupils eligible for PP	116	Date for next internal review of this strategy	Feb 19

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing and maths	56%	%
Reading progress score	1.10	%
Writing progress score	3.56	%
Maths progress score	-0.28	%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
<ul style="list-style-type: none"> <li>• There is a 22% gap to non-PP attainment in combined measure for RWM in KS2 (PP – 56%; non-PP 78%)</li> <li>• There is a trend that PP attainment is lower than non-PP attainment in combined measure across the school</li> <li>• PP children have lower levels of oracy and reading progress/attainment in: KS2 68% (-14% gap to non-PP); EYFS 55% (-18% gap to non-PP)</li> <li>• Attainment of PP children is lower than non-PP in all subjects at KS2: Reading – PP:68%; Non:82% / Writing – PP:80%; Non:88% / Maths – PP:68%; Non:86%</li> <li>• PP gap analysis shows that 44.6% children have vocabulary deprivation</li> <li>• PP gap analysis shows that 46.4% have family stress as a result of shortage of money (FSM) and that 22.3% have direct or indirect effects of material deprivation and this has an impact on their health and well-being</li> <li>• PP gap analysis shows that 38% dysregulate frequently and 53.7% have poor social and emotional skills and 25.6% have a sense of futility</li> <li>• PP gap analysis shows that 33.1% have parents who are less engaged in learning and 31.4% are exposed to low aspirations</li> <li>• PP gap analysis shows that 47.9% have narrow experiences outside of school and 45.5% have reduced educational experiences</li> <li>• PP gap analysis shows that 67% have a higher chance of exposure to an adverse childhood experience (ACE)</li> <li>• PP gap analysis shows that 42.1% have less than 96% attendance and disadvantaged attendance overall is 94.5% which is below national (96%) and a gap of 1.28% to non-PP attendance in school</li> </ul>
4. Desired outcomes
<ul style="list-style-type: none"> <li>• Disadvantaged children across the school will have accelerated progress to raise attainment bringing it closer to national non-PP data</li> <li>• Barriers identified through PP gap analysis are supported so that children are ready to learn and able to access school opportunities</li> <li>• Disadvantaged attendance has increased by +1% to bring it in line with national</li> </ul>

## 5. Planned expenditure

**Academic year**    **2018-19**

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

Because we know...	Actions	What is the evidence and rationale for this choice?	Measures and monitoring	Staff lead	Impact summary
<p>There is a trend that PP attainment is lower than non-PP attainment in combined measure across the school</p>	<ul style="list-style-type: none"> <li>Quality first teaching in the classroom based upon: the 8Cs; metacognitive approach of Think Like a Learner to be consistently applied by all staff - release time</li> <li>Disadvantaged children to be a focus group for pupil progress meetings each term.</li> <li>Learning walks/observations to comment on progress and participation of PP children</li> </ul>	<p>Bill and Melinda Gates Foundation - 7Cs (plus an additional one – metacognition): These 8 characteristics define what excellent teaching looks like. These are used as a focus for lesson observations and feedback as well as pupil voice surveys. Lesson observations focus on improving quality of teaching by asking 3 key questions:</p> <ul style="list-style-type: none"> <li>- What is working well?</li> <li>- What could change?</li> <li>- What should stop?</li> </ul>	<p>Lesson observations take place 3 x per year (6 x per year for NQTs)</p> <p>Monitoring cycle to include: learning walks, pupil surveys, book scrutiny and year group scrutiny at SLT.</p>	<p>Class teachers</p> <p>YGL</p> <p>PT</p>	
<p>There is a 22% gap to non-PP attainment in combined measure for RWM in KS2 (PP – 56%; non-PP 78%)</p>	<ul style="list-style-type: none"> <li>Attendance at London Conferences for staff</li> <li>PiXL approach “Find the gap: plug the gap” to be used to target key marginals and monitor progress. This is implemented in all year groups throughout the school</li> <li>Core team meetings are held on a fortnightly basis to review and monitor progress (weekly for Y6)</li> <li>Therapies are delivered for key marginal, including PP children</li> <li>Additional adults (teachers and TAs) have been employed to support in the running of therapies</li> </ul>	<p>PiXL aims to support the promotion of excellence for pupils. One of the strategic approach’s PiXL promote within every day teaching, is through effective use of data to sharpen the focus on the key gaps in students learning, and then the implementation of specific personalised intervention for each student to enhance standards. This is achieved through, what PiXL term DTT (diagnosis, therapy and testing) and is essentially a cohesive formalised AfL approach.</p>	<p>Core team meetings held weekly/fortnightly</p> <p>PiXL approach to be reviewed each term</p> <p>Ongoing assessment results analysed to track progress</p>	<p>LM, BH and YGLs</p>	

Because we know...	Actions	What is the evidence and rationale for this choice?	Measures and monitoring	Staff lead	Impact summary
PP children have lower levels of oracy and reading progress/attainment	<ul style="list-style-type: none"> <li>• Improve oracy levels through embedding Voice-21 and Begbrook strategies to develop grammar and articulation</li> <li>• Staff to continue to have access to Voice-21 strategies</li> <li>• Training to be delivered to new staff and TAs on how to effectively implement strategies in the classroom</li> <li>• Best practice within school identified and shared as appropriate</li> <li>• Use Oracy Framework tool (key components of communication - linguistic, physical, cognitive and social &amp; emotional) for analysing oracy during monitoring process</li> <li>• Report to parents on progress in Oracy x3 per year</li> <li>• Use Oracy as an assessment tool on Pupil Pen Portraits</li> </ul>	<p>Voice-21</p> <p><b>"Speaking is a huge priority.</b> It's one of the biggest indicators of success later in life. It's important in terms of their employability as they get older. It's important in terms of wellbeing. If children aren't able to express themselves and communicate how they're feeling, they're not going to be able to be successful members of society." <i>Amy Gaunt, Voice-21</i></p>	Monitored through learning walks, pupil voice, pen portraits and lesson observations	SLT	

<p>PP gap analysis shows that 44.6% children have vocabulary deprivation</p>	<ul style="list-style-type: none"> <li>• Training to be delivered on the impact of the vocabulary gap and strategies to reduce this shared with staff</li> <li>• All year groups to implement appropriate strategies for improving the teaching of vocabulary – trial and review</li> <li>• Best practice within school identified and shared</li> </ul>	<p><b>Closing the Vocabulary Gap – Alex Quigley</b></p> <ul style="list-style-type: none"> <li>• Low vocabulary levels are a consistent factor for disadvantaged children across the country</li> <li>• Parents in professional families speak 32 million more words to their children than parents in welfare families</li> <li>• Children with restricted vocabularies at 5 years old are more likely to be poor readers as adults, experience higher unemployment rates and have more mental health issues</li> <li>• 95% of words in a text = comprehension</li> <li>• We need to understand the challenge of <b>conversational, academic and public sphere vocabulary</b> and know how to make this accessible for all</li> </ul> <p><b>The working class: Poverty, Education and Alternative Voices – Ian Gilbert</b></p> <p>Language deprivation means that disadvantaged children have a limited acquisition and repertoire of vocabulary. Their lack of wider experiences leads to reduced general knowledge and language schemata to</p>	<p>Monitored through learning walks, pupil voice and lesson observations</p>	<p>BH and SLT</p>	
<b>Total budgeted cost</b>					<b>£4500</b>

ii. Targeted support					
Because we know...	Actions	What is the evidence and rationale for this choice?	Measures and monitoring	Staff lead	Impact summary
Disadvantaged attendance is 94.5% which is below national (96%)	<ul style="list-style-type: none"> <li>Attendance Officer employed to support with the following: <ul style="list-style-type: none"> <li>Target 'broken weeks' absentees and discuss impact with families</li> <li>Monitor lateness</li> <li>Support families with children who have persistent absence</li> <li>Target 'turbulent' families (irregular school moves)</li> </ul> </li> <li>Raise profile of attendance – One Big Thing</li> <li>Weekly reports to be shared with Principal Team.</li> <li>Attendance regularly communicated with parents via newsletters.</li> <li>Information about attendance and lateness to be displayed prominently around the school.</li> <li>Analyse data groups within attendance figures e.g. 90-92%, 92-94% and target accordingly</li> <li>Provide wrap around care on a case-by-case basis so that children can attend breakfast club and after-school club</li> </ul>	<p><b>DfE Miss School = Miss Out, Improving Pupil Attendance Strategy</b></p> <p><i>“Attending school regularly is important for all pupils because of how their attendance can affect their educational attainment and their subsequent life chances.”</i></p> <p><i>“Early intervention is crucial to avoiding the emergence of poor patterns of attendance, both in terms of establishing positive habits from an early age and also intervening before negative patterns become entrenched for pupils of any age. Schools which successfully address poor attendance will monitor data closely, take prompt action on potential concerns and involve parents at an early stage. Some schools will use internal resources successfully to provide additional support to improve attendance.”</i></p> <p><b>Narrowing the attainment gap – Daniel Sobel</b></p> <p>FSM children are twice as likely to be PA (page 32)</p>	<p>Each term - data to be added to AIP</p> <p>Impact and progress shared at Academy Council through Head's Report</p>	<p>Parent Support Worker and Attendance lead (Zoe Sutton)</p>	

<p>PP children have lower levels of oracy and reading progress/attainment: KS2 68% (-14% gap to non-PP) EYFS 55% (-18% gap to non-PP)</p>	<ul style="list-style-type: none"> <li>• Provide early intervention through employment and delivery of Reading Recovery</li> <li>• Entry and exit level data to be shared with class teachers, SLT and English team</li> <li>• PP children to be prioritised and monitored closely</li> <li>• Lesson drop-ins by Reading Recovery teacher to take place to ensure skills learnt during interventions are applied in class</li> <li>• Reading Recovery teacher to lead on staff training to enable TAs to deliver reading interventions</li> <li>• Reading recovery teacher to work alongside Reading Lead to develop a cohesive approach to improving reading across the school</li> </ul>	<p><u>Institute of Education:</u> The inability to read affects a child's lifetime expectations and those who fail to reach their age-expected attainment early in their schooling will make up the poorest sections of our society in adult life. Research shows that Reading Recovery children reduce the attainment gap to less than 5% in reading and writing between those from economically disadvantaged homes compared with their peers. Reading Recovery allows almost all children to succeed and has the positive potential to permanently close the attainment gap for children living in poverty.</p>	<p>Monitored through learning walks, pupil voice and lesson observations</p>	<p>Reading Recovery Teacher (Rachael Symons)</p> <p>Louise McCall</p>	<p>At the end of each wave of intervention</p>
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<p>Attainment of PP children at KS2 is lower than non-PP in Maths – PP:68%; Non:86%</p>	<ul style="list-style-type: none"> <li>• Provide early intervention through the employment and delivery of Numbers Count teacher</li> <li>• Entry and exit level data to be shared with class teachers, SLT and Maths leader</li> <li>• PP children to be prioritised and monitored closely</li> <li>• Lesson drop-ins by Numbers Count teacher to take place to ensure skills learnt during interventions are applied in class</li> <li>• Numbers Count teacher to lead on staff training to enable TAs to deliver reading interventions</li> <li>• TAs timetabled to deliver interventions to improve PP reading outcomes</li> </ul>	<p><u>Education Endowment fund (EEF):</u> Use structured interventions to provide additional support:</p> <ul style="list-style-type: none"> <li>- Selection should be guided by pupil assessment</li> <li>- <b>Interventions should start early, be evidence-based and be carefully planned</b></li> <li>- Interventions should include explicit and systematic instruction</li> </ul> <p><b>Numbers Count</b> transforms mathematics for the lowest achieving learners AND raises standards for all the learners in your school. <b>Numbers Count</b> is an intensive intervention for learners in Y1-8 who have the greatest difficulties with mathematics. It is delivered by a specially trained teacher.</p> <ul style="list-style-type: none"> <li>- Children make an average Number Age gain of <b>17.5 months in 4 months</b> – over 4 times the expected progress.</li> <li>- <b>96% of them showed more confidence and interest</b> in learning in class after Numbers Count.</li> <li>- <b>74% of pupils went on to achieve national expectations</b> at the end of Key Stages 1 and 2</li> </ul>	<p>Monitored through learning walks, pupil voice and lesson observations</p>	<p>Numbers Count lead (Liz Mason)</p>	
<b>Total budgeted cost</b>					<b>£62,713</b>

### iii. Other approaches

Because we know...	Actions	What is the evidence and rationale for this choice?	Measures and monitoring	Staff lead	Impact summary
<p>PP gap analysis shows that 38% dysregulate frequently and 53.7% have poor social and emotional skills and 25.6% have a sense of futility</p>	<ul style="list-style-type: none"> <li>• Embed metacognitive approach that gives children understanding of the skills needed to be a successful learner</li> <li>• <b>Think Like a Learner</b> (Di Pardoe and Tom Robson) and the use of Gem Powers to be used as a whole school approach</li> <li>• Boot camp training for new and returning staff</li> <li>• Staff CPD for SMSAs</li> <li>• Whole school assemblies to introduce Gem Power top trump cards</li> <li>• Learning walks will comment on effectiveness of metacognitive approaches in the classroom/during interventions</li> <li>• Pupil and parents voice surveys will be conducted</li> <li>• Assemblies and celebrations will draw upon specific learning behaviours</li> <li>• Progress within the Gem Powers to be reported to parents 3 times per year</li> <li>• Metacognition identified as a performance management target where necessary</li> </ul>	<p><b><u>Education Endowment fund (EEF):</u></b>            Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p> <p>The pupil premium gap analysis grid highlights the barriers that have resulted in our PP children being unable to discuss their emotions or manage their behaviour for learning.</p>	<p>Pupil voice surveys</p> <p>Anecdotal observations</p> <p>End of T2, T4 and T6 reports</p>	<p>Principal (Laurie Munro)</p>	<p>Ongoing</p>
<p>PP gap analysis shows that 38% dysregulate frequently and 53.7% have poor social and emotional skills and 25.6% have a sense of futility</p>	<ul style="list-style-type: none"> <li>• Apply the THRIVE approach</li> <li>• Screening to take place with class teacher and parents for entry and exit points to help decide on appropriate interventions.</li> <li>• Individual behaviour support plans to be put in place on a case-by-case basis</li> <li>• Regular updates to Principal Team</li> </ul>	<p>THRIVE approach:            Every child needs to feel valued, involved and appreciated. If children have been emotionally thrown off track, either temporarily or over longer periods, THRIVE helps us understand the needs being signalled by their behaviour and gives us targeted strategies and activities to help them re-engage. Thus allowing them to make progress.</p>	<p>Entry and exit data</p> <p>Pupil voice surveys</p> <p>Parental meetings</p>	<p>Learning Mentor (Luke England)</p>	<p>Ongoing</p>



Because we know...	Actions	What is the evidence and rationale for this choice?	Measures and monitoring	Staff lead	Impact summary
<p>PP gap analysis shows that 46.4% have family stress as a result of shortage of money (FSM) and that 22.3% have direct or indirect effects of material deprivation and this has an impact on their health and well-being</p>	<ul style="list-style-type: none"> <li>Support parents of children who qualify for FSM through providing a 50% discount for educational visits and a discount for Y6 residential camp</li> <li>Provide wrap around care on a case-by-case basis so that children can attend breakfast club and after-school club</li> <li>Provide opportunities for children to attend paid-for after school sports provision on a case-by-case basis</li> <li>Provide each FSM child with a logo school jumper in line with the uniform policy</li> <li>Provide support and guidance for parents who are suffering with the direct effects of material deprivation.</li> </ul>	<p>According to research by The Children's Society on the impact of money worries on children's mental well-being and health, 2.4 million children live in families with problem debt in England &amp; Wales and these children are five times more likely to be at risk of having low well-being than those not facing difficulties with debt. Children living in low income households are at greater risk of having poor mental health.</p> <p>Money pressure also left children and parents feeling isolated and excluded, <b>'Debt meant not being able to go on outings, take part in activities like sports or school trips, missing out on things like birthdays, extended family gatherings or family holidays'</b>.</p> <p><b>The working class: Poverty, Education and Alternative Voices – Ian Gilbert</b></p> <p>The indirect effects of material deprivation are social exclusion, leading to low self-esteem. The direct effects are health problems, poor diet and unsatisfactory housing.</p>	<p>Review attendance data for children provided with wrap-around care - each term</p>	<p>Family support worker (Zoe Sutton)</p> <p>Class teachers who run clubs</p> <p>Admin team</p> <p>Inclusion team</p>	
<p>PP gap analysis shows that 67% have a higher chance of exposure to an adverse childhood experience (ACE)</p>	<ul style="list-style-type: none"> <li>Provide identified children with access to counselling sessions during the school day through The Bridge Foundation</li> <li>Nicki Hutchinson (Notjustbehaviour) to provide Supervision for key members of staff who support children with social, emotional and mental health needs</li> </ul>	<p><b>The Bridge in Schools Why Schools?</b></p> <p><b>Impact of what we do</b></p> <ul style="list-style-type: none"> <li>- <b>86%</b> children and families report <b>POSITIVE PROGRESS</b></li> <li>- <b>63% EMOTIONAL WELLBEING</b> improved</li> <li>- <b>SCHOOL DIFFICULTIES</b> reduced for <b>79%</b></li> <li>- <b>62%</b> improved <b>CLASSROOM PARTICIPATION</b></li> <li>- <b>ACHIEVEMENT</b> raised for <b>63%</b></li> <li>- <b>CLASS DISRUPTION</b> reduced for <b>67%</b> (see appendix for more info)</li> </ul>	<p>Termly meetings with BH, LE and AH to update on progress</p> <p>Monitoring of SEMH needs in class</p> <p>Parental meetings held</p>	<p>Luke England (Learning Mentor)</p> <p>Becca Hine</p> <p>Annie Hedges (Counsellor)</p>	

Because we know...	Actions	What is the evidence and rationale for this choice?	Measures and monitoring	Staff lead	Impact summary
<p>PP gap analysis shows that 38% dysregulate frequently and 53.7% have poor social and emotional skills and 25.6% have a sense of futility</p>	<ul style="list-style-type: none"> <li>Continue provision for unstructured spaces (playground at break and lunch) through: <ul style="list-style-type: none"> <li>The employment of sports coaches to lead play activities at lunch time</li> <li>The purchasing of resources for Craze of the Week activities</li> <li>Provide resources for an alternative indoor space for play at lunchtimes</li> <li>Provide a nurture room for identified children who struggle to be outside independently during unstructured times</li> <li>Provide new uniform for SMSAs to ensure they are highly visible for vulnerable children</li> </ul> </li> </ul>	<p><u>Beacon - Behaviour Support for Schools: How to improve behaviour on the playground at lunchtimes</u></p> <p>Many children simply don't know how to interact appropriately with each other on the playground. It is reported that a decline in co-operative play and an increase in squabbles and falling out frequently spill over into precious learning time in the afternoons. One solution is a whole school approach to actively plan for and teach playground games to all of the children. This approach also includes teaching those games/activities to staff who will be supervising. Games and activities will keep children more actively occupied during lunchtime and reduce the number of negative incidents. Not only will this lead to an improvement in their lunchtime experience, but their social interaction skills will benefit too.</p>	<p>Pupil survey Safe House analysis each term Staff survey Parent survey Observations Daily de-brief meeting with SMSA team</p>	<p>Becca Hine  Amanda Vinnall</p>	
<p>PP gap analysis shows that 38% dysregulate frequently and 53.7% have poor social and emotional skills and 25.6% have a sense of futility</p>	<ul style="list-style-type: none"> <li>Provide weekly boxing coaching and mentoring sessions to ten children in year 6 with identified anger or behavioural needs.</li> <li>Children to be given a school, boxing and home target and progress against these targets is tracked during sessions.</li> <li>Anger Alphabet sessions to be run with 6 children in year 6 who struggle to process their emotions, particularly anger,</li> </ul>	<p><b>Wezley Pepworth – Founder and CEO of Stargate Sports: Sports coaching and mentoring to help people excel</b></p> <p>Provides sports coaching and mentoring to young people of all ages and abilities. We think it is important that young people learn new skills, try new things and make new friends - we believe this can be done using sport. With all of our coaches experienced in the field of which they will be coaching in, sessions are jam-packed with learning outcomes, positive goal setting and progression. While doing all that, we are having fun, engaging with young people and keeping them active. Progression in anything, especially sport has a huge positive affect on young people, so we ensure every young person has an opportunity to progress, as long as they put in some work for it. ("You get out,</p>	<p>Regular meetings to update on progress on boxing sessions</p> <p>Pupil and parent surveys</p>	<p>Becca Hine  Y6 teachers</p>	

		<p>what you put in"). We are helping them, help themselves.  <i>"Everyone has a story - don't make it your excuse to do less, make it you're reason to do more."</i></p>			
<p>PP gap analysis shows that 47.9% have narrow experiences outside of school and 45.5% have reduced educational</p>	<ul style="list-style-type: none"> <li>Continue to provide outdoor learning educational experiences for children who are disadvantaged through the use of The Outdoors Project</li> <li>Two 45minute sessions will run 5 times per term</li> <li>Children will be selected each term based upon self-esteem, experiences outside of school, levels of Oracy and vocabulary as well as supporting children with SEMH and behaviour needs.</li> </ul>	<p><b>The Outdoors Project:</b>  It allows children to develop skills for life through teamwork, challenging themselves and taking calculated risks. The staff are very encouraging and treat the children as individuals and get the best out of them.  <b>Nurture Session (SEN pupils)</b> We work with a small group of children with additional behaviour and learning needs in a green space setting during the school day to provide outdoor learning sessions to compliment the school topics and help support the development of the group.</p>	<p>Termly reports provided by The Outdoors Project coaches and shared with appropriate staff and parents.</p> <p>Regular communication between coaches and school</p>	<p>Becca Hine</p> <p>Rowan Hibbett</p>	
<p>PP gap analysis shows that 38% dysregulate frequently and 53.7% have poor social and emotional skills and 25.6% have a sense of futility</p>	<ul style="list-style-type: none"> <li>As part of the Cabot Learning Federation, we will continue to support the alternative learning provision called The Nest.</li> </ul>	<p>The NEST studio provides a part time Alternative provision for learners who are finding mainstream more difficult. This provides more appropriate provision for a few, who are FSM students.</p>			
<p>PP gap analysis shows that 47.9% have narrow experiences outside of school and 31.4% are exposed to low aspirations</p>	<ul style="list-style-type: none"> <li>Provide additional opportunities for identified children by: <ul style="list-style-type: none"> <li>Ensuring PP children are given priority for selection at extra-curricular clubs</li> <li>Go on additional trips to visit local businesses/universities to raise awareness of future choices</li> <li>Involvement in above named activities e.g. The Outdoors Project, Boxing coaching/mentoring sessions</li> </ul> </li> </ul>	<p><b><u>Education Endowment Fund: Enrichment</u></b>  There is evidence on a diverse range of approaches that seek to enrich children's school experience. These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means or pursue wider goals because these are held to be important.  Enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p>	<p>Pupil surveys  Staff surveys  Monitoring of club attendance</p>		<p>FUTURES 2018:  European Researchers' fair  (We the curious)</p>

		It is argued that enrichment approaches can directly improve pupils' attainment by up to 4months.			
PP gap analysis shows that 33.1% have parents who are less engaged in learning and 31.4% are exposed to low aspirations	<ul style="list-style-type: none"> <li>• Hold a Parent and Carer craft group for 5 sessions every term (90mins each)</li> <li>• Invite parents and carers who are vulnerable (as identified by inclusion team) – not an open invitation to all</li> <li>• Raise confidence and aspiration of group members by encouraging them to actively involve themselves in school e.g. taking part in key events (WinterFest, Chinese New Year, creating displays around the school)</li> </ul>	<p><b>The working class: Poverty, Education and Alternative Voices – Ian Gilbert</b></p> <p>Turbulence (irregular school moves) can create a lack of sense of belonging for both children and families. A parent group for selected families can engage and create support networks within the school and local community.</p>			
<b>Total budgeted cost</b>					<b>£75,997</b>
<b>Overall total budgeted cost</b>					<b>£143,210 (plus £10,200 from reserves 2016-17)</b>

6. Review of expenditure				
Previous Academic Year 2017/18				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost: £37,775
Disadvantaged children across the school will have accelerated progress to raise attainment bringing it closer to national non-PP data	Quality first teaching	Staff training has raised awareness of characteristics of effective teaching. Monitoring and evaluations are based around the 8Cs. The quality of teaching remains good across the school.	We will continue with the approach and ensure that all new members of staff receive appropriate training.	
	PiXL	KS2 overall outcomes for combined rose by 13% to 71%. PP combined was 56% which is a 22% gap to non-PP. However, identifying key marginal children has allowed the right support to be put in place to plug the right gaps.	We will continue with this approach.	
	Reading attainment and Whole Class Reading	PP children in KS1 outperformed non-PP children by 3% (83%). A gap of -18% has developed in EYFS in reading and there continues to be a gap (-14%) in KS2 reading outcomes. Whole class reading has improved the quality of teaching in reading.	We will continue with this approach although the amount of time will be reduced. Whole class reading will continue as an approach and will be developed across the CLF as we share best practice.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost: £88,878

Y6 MA, PP boys will have accelerated progress to raise attainment bringing it closer to national non-PP data	PiXL	PP combined was 56%, which is a 4% increase on the previous year. 4 children missed the combined score by 1 or 2 marks in the reading paper.	We will continue with the approach and ensure that all new members of staff receive appropriate training.	
	Metacognition	A consistent behaviour for learning language is in place across the school. The gem project allows our children to be ready to learn and they have a greater understanding of what it takes to be a successful learner.	We will continue with the approach and ensure that all new members of staff receive appropriate training.	
	Thrive	Provision allows for the right thing to be put in place at the right time. Children can focus on the area of behaviour that is preventing them from accessing learning.	We will continue with this approach.	
	Counselling	Feedback from teachers comment that children are more confident in class. The progress with individuals will take time.	We have the funding to be able to continue with this approach for one more year and review again.	
	Lunch time provision	Behaviour incidents at lunchtime have reduced and teacher observations comment that children re returning to the classroom more ready to learn than previously. Teachers spend a significantly less amount of time dealing with lunchtime incidents as the children are more occupied in this unstructured time.	We will continue with this approach. We will aim to improve provision further by training the SMSAs on a daily basis.	

### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	£77,278
Disadvantaged attendance has increased by +1% to bring it in line with national	Employment of parent support worker/attendance lead.	Disadvantaged attendance is down from 95.1% to 94.5%. PP gap analysis shows that 42.1% have less than 96% attendance (down from 46% in previous year).	Attendance, persistent absence and lateness will all be tracked on the Pen Portraits t ensure action is put in quickly enough. Pupil progress meetings will have an attendance focus so that all relevant parties are aware of the impact.  We will continue with the role of attendance lead.	

## 7. Additional detail

### The Bridge in Schools

#### Why Schools?

The prevalence of clinical mental health disorders in children/young people aged 5 - 16 is 1 in 10. That means around 3 children in every class are experiencing significant difficulties which are impacting on their learning. If you add those at risk of developing mental health difficulties, the number rises to **one in four** of our children (Department of Education 2015\*).

There is a direct link between mental health difficulties and educational attainment. As the Dept of Education\* points out, students with conduct and behaviour disorders

- “ fall behind their peers

- “ often miss school and /or are excluded

- “ experience lasting impact on their life chances.

Schools also are affected by young people's difficulties, which disrupt classes, often require extra staff support, and can make significant demands on teachers' time.

At the same time, evidence from practice shows that schools are uniquely placed to work with young people who are struggling with emotional difficulties. In the Bridge in Schools, we believe that for this reason, it is vital to bring mental health expertise right to the heart of the school community.