

Pupil premium strategy statement: Cedar Children's Academy 2017-18: Reviewed Jan 2018, April 2018 and July 2018

1. Summary information					
School	Cedar Children's Academy				
Academic Year	2017-18	Total PP budget	£188,760	Date of most recent PP Review	
Total number of pupils	541 (Jan 17 census) 550 (Oct 17)	Number of pupils eligible for PP	143 (Jan 17 Census) 131 (Oct 17)	Date for next internal review of this strategy	

2. Current attainment (KS2 SATs 2017)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	52%	School: 48.6% National 61%
% achieving in reading	65%	School 64% National 71%
% achieving in writing	82%	School 71% National 76%
% achieving in maths	70%	School 61% National 75%
Current attainment (KS1 SATs 2017)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	43%	School 62%
% achieving in reading	50%	School 69% National 76%
% achieving in writing	50%	School 65% National 68%
% achieving in maths	64%	School 74% National 75%

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.	Poor oral language skills is affecting progress of some children in Reception to Year 3
B.	Low confidence and independence
C.	Poor handwriting, fine motor skills and GPAS barriers are impacting on recorded work and slowing progress in writing
D.	Poor phonics skills compared to non PP peers impacts on reading and spelling skills

E.	Inconsistent quality first teaching	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Although improving in the last 3 years, attendance rates for PP pupils is below the National Average	
G.	Parental engagement for PP learners is lower than other groups	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improvement in the oral communication skills of all PP children receiving additional support.	<ul style="list-style-type: none"> - Children are confident in communicating - Childrens speaking skills are in line with other pupils - Children sustain focus - Children who receive external Speech and Language support will be signed off.
B.	To improve the confidence and independence of pupils so that the negative effect on their educational progress diminishes	<ul style="list-style-type: none"> - Number of children who are reported to have confidence and independence as a barrier reduces - children have developed strategies to support their learning and attitudes to learning - childrens increased confidence and independence supports their increased educational progress.
C.	Children's writing is legible, cursive and joined Children's barriers in writing (such as GPAS) will be supported and the gap between PP and non PP peers in writing will be reduced	<ul style="list-style-type: none"> -PP children make better than expected progress in Writing - The attainment gap between PP and non PP peers is reduced - Children's barriers to writing are targeted and supported so their impact on educational attainment and progress is reduced.
D.	To diminish the difference between PP and non-PP learners in the Y1 phonics screening check	<ul style="list-style-type: none"> - PP children make better than expected progress in Phonics - PP children achieve well in spelling & listening - 100% PP readers meet the phonics check - Children apply their decoding and blending skills to assist in spelling - PP children achieve in line with non-PP children.
E.	Continue to improve quality first teaching so 100% of teaching is good or better	<ul style="list-style-type: none"> -Improved outcomes for all children across the curriculum, every day -High challenge for all children - High level questioning extends and probes learning - Gaps in learning are targeted and supported at the point of learning

F.	To improve the attendance of PP children so that is in line with National (for non PP peers)	<ul style="list-style-type: none"> - Reduce the number of persistent absentees among pupils eligible for PP - Attendance Officer involvement will not be needed - Attendance for PP children is in line with non PP peers both Nationally and within school - Punctuality improves
G.	Increased participation of parents of PP learners through targeted parental events and regular opportunities for communication with parents	<ul style="list-style-type: none"> - Increased attendance at events by parents of PP children - Parents report they know about their child's education and are better able to support their child's learning.

5. Planned expenditure					
Academic year		2017-18			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
High quality targeted daily phonics lessons (D)	<ul style="list-style-type: none"> -Specialist Phonics intervention teacher to provide guidance and support -Staff CPD (consistency in phonics, phonological awareness, team teaching and observations) - Regular tracking of data from mock screenings - Phonics groups flexible and regularly changed -Observation and lesson dips 	<ul style="list-style-type: none"> -Recent monitoring shows inconsistencies in the teaching of phonics - Staff need updated CPD (new to KS1 or phonics teaching) - Improvement made from 70% to 79% last year needs to be maintained and improved upon 	<ul style="list-style-type: none"> Observations and learning walks tracked on triangulation document and on consistent forms and repeat visit made to follow up on action points. - Tracking of data for all children, including vulnerable groups. - Clear CPD with manageable steps which are checked up on and supported where there may be issues. 	CM- DHT AM- Phonics intervention teacher GS- English team leader	Termly

Review Jan 2018:

- Specialist Phonics intervention teacher worked alongside Reception teacher and DHT to review phonics, provide targeted CPD support and overhaul plans to ensure they are fit for purpose. New plans have clearer structure, wider range of games, wider range of words used in each lesson and clearer progression for all staff to follow. These new plans were shared with staff Dec 2017 and to be used in Jan 2018 onwards.

- KS1 whole staff CPD November 2017 led by Phonics Intervention Teacher focused on phonological awareness.

- Phonics screening information, all Y1 and Y2 retakes have completed 2 mock phonics screening checks and staff complete tracking, a phonics screening report highlighting strengths, weaknesses and next steps and a gap analysis from this.

T1 screening: 92% of whole cohort on track, 92% of PP children on track (based on figures set by the trust)

T2 screening: 97% of whole cohort on track, 85% of PP children on track. All percentages went up except PP/FSM, but this is down to 2 children (one of which was absent) so is not significant but will need monitoring after next screening. *For more information see Phonics screening test analysis T1/T2*

-Phonics consistency dips completed by Reception teacher and fed back individually to staff.

-Adapting groups: Y1 and Y2 groups reviewed during terms 1 and 2 but all groups altered ready for Jan 2018. Reception children completed phase assessments Nov/Dec and placed into groups based on this. This was not done until a later point, last academic year so should see increased progress this year.

Next steps:

- Continued phonics monitoring to ensure consistency, high expectations and progress for all.

- Continued monitoring of phonics screening results including PP children, keeping in mind that the pass mark is highly likely to increase.

Review April 2018

- Phonics lead had returned and has worked with phonics specialist teacher to review current practice, groupings and current assessment data.

- Phonics screening information, all Y1 and Y2 retakes have completed a further mock phonics screening and staff completed tracking and gap analysis

T3/4 screening: 89% of whole cohort on track, 92% of PP children on track. (based on figures set by trust)

-Adapting groups: Y1 and Y2 groups reviewed during terms 3 and 4 but all groups altered again ready for April 2018. Reception children have been reviewed using ongoing assessments and groups moved based on this, including use of another adult and adapting which adults are taking which groups to ensure high quality delivery.

Next steps (ongoing):

- Continued phonics monitoring to ensure consistency, high expectations and progress for all.

- Continued monitoring of phonics screening results including PP children, keeping in mind that the pass mark is highly likely to increase.

Review July 2018

- Following mock screenings and on a regular basis, groups have been altered in order to target support and plug gaps.

- Phonics lead, Phonics intervention teacher and all phonics teachers have been delivering high quality daily phonics lessons as shown in recent peer review observations.

- Support has now been targeted to Reception and gaps identified. These children have been supported in T6 and will continue to be in Y1.

- Phonics screening check shows that 90% of Y1 children have passed the screening (+10% on last year) and 94% of Y2 cohort have passed (75% of those who took retake this year). These outcomes now place us above national and show a 3 year trend of improvement.

<p>Continue to improve quality first teaching so 100% of teaching is good or better (E)</p>	<ul style="list-style-type: none"> - High expectations of all (no excuses) - Tailored support and CPD based on need - CPD on Feedback - Observations and learning walk - Regular and Robust monitoring i.e book scrutiny -High quality questioning - High level of challenge and mastery curriculum for all - Role of Year Group Leader to support day to day practice, planning and assessment Planning and assessment. 	<ul style="list-style-type: none"> - Improved quality first teaching will make the biggest impact to PP children's progress and reduce the attainment gap - In Year 4, 3, 2, 1 the gap between PP children and non PP peers is significant and needs to be reduced in all subject areas - % of teaching which is currently good or outstanding is around 50%. -EEF information shows that feedback can have a igh impact, for low cost 	<ul style="list-style-type: none"> -Observations and learning walks tracked on triangulation document and on consistent forms and repeat visit made to follow up on action points. - Tracking of data for all children, including vulnerable groups. - Clear CPD with manageable steps which are checked up on and supported where there may be issues. 	<p>CM- DHT</p> <p>SLT</p> <p>All teaching staff</p>	<p>Ongoing- weekly use of triangulation document</p>
---	---	--	--	---	--

Review Jan 2018:

- Continued reinforcement of shared ethos of an excellent job every day.
- All staff observed as part of performance management with regular dips and book/other monitoring (*see Blue sky*).
- Quality of teaching which is currently good or outstanding now stands at 75% (compared to 44% in Sept) (*see triangulation documents*)
- Questioning has dramatically improved across the school based on CPD given and a clear directed focus.

Questions tease out pupils' understanding so that the teacher is aware to the degree which pupils are secure.



The teacher knows when and which types of questions are appropriate.

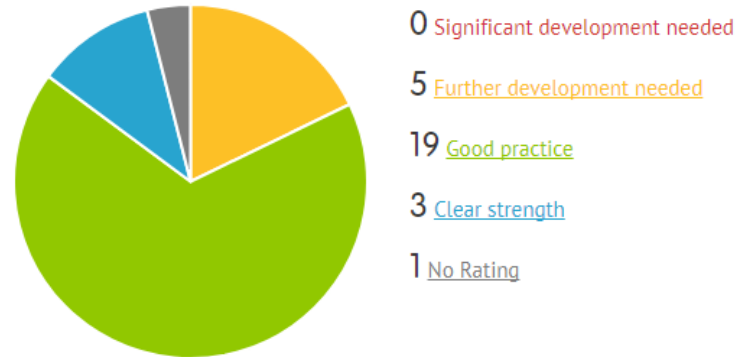


- Quality assurance visit shows that
- Staff CPD on feedback Nov 2017 has led to improvements in practice

Teachers give timely and incisive feedback to pupils that make it clear what they need to do to improve.



Pupils respond to feedback (verbal and written) enthusiastically and responses are of a high quality.



- See attached data

Next steps:

- follow up to staff CPD on feedback needed
- See attached data: large gaps across school which need minimising
- targeted support and CPD for those whose practice is not currently good or outstanding so that 100% of teaching is.

April 2018

- NQTs have shown good improvements and their teaching is currently good or better. This has been supported through targeted support in T3/4 especially for Reading and Writing.
- CPD sessions were less frequent in T4 due to other focus i.e. whole trust sessions/disruption through snow days.
- Two members of Maths team have completed Maths observations in T4 and assessed these against a RAG rating (see more detailed analysis in PP file). From this, this has highlighted that Maths continues to be an area of need and CPD sessions in T5 will therefore be linked to Maths.
- Overall teacher performance stands at 23% further development, 46% good practice, 31% clear strength (T3). Specific year groups are being targeted i.e. Y1
- Recent observations from Thinking schools leads show questioning has taken a bit of a dip and will be focused on by thinking schools drive team in T5.
- All staff observed as part of performance management with regular dips and book/other monitoring (see Blue sky). This was discussed with all teachers in their mid years review.
- HT and DHT have reviewed the vision for the school and have shared this with staff in briefing sessions- current focus is on engaging and challenging learning and monitoring is explicitly linked to this.

Next steps

- See attached data: large gaps across school which need minimising
- targeted support and CPD for those whose practice is not currently good or outstanding so that 100% of teaching is.
- more regular monitoring

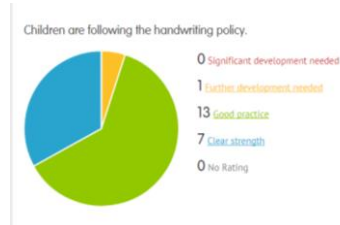
Review July 2018

- NQTs have continued to shown good improvements and their teaching is currently good or better. This has been supported through targeted support in T3/4 especially for Reading and Writing.
- CPD sessions have focused on moderation, use of manipulatives in maths and ADHD.
- support for specific year groups and teachers has been given and some improvement has been seen. This will be reviewed at the start of next year and targeted support will be provided including to new members of staff when needed.
- Recent peer review showed some areas of clear strength across the school and the focus now is on consistency and the sharing of good practice.
- There has been frequent returning to the vision to embed this.
- There is not a large staff turnover which means we can build on the good work achieved this year.

<p>Children's writing is legible, cursive and joined C</p> <p>Children's barriers in writing (such as GPAS) will be supported and the gap between PP and non PP peers in writing will be reduced C</p>	<ul style="list-style-type: none"> - Additional writing boosters in Term 1 and 2 (based on specific needs) - clear teacher modelling - new handwriting scheme purchased - additional resources purchased as required (i.e slopes, pencil grips, OT support) 	<ul style="list-style-type: none"> -Information from teachers shows a number of children in Y1, Y3 and Y5 need targeted handwriting support - In Y6 the gap between PP and Non PP peers is 24.6%, In Year 2 it is 29.8% and in Y1 it is 26.4%. In these year groups the gap in writing is significantly bigger. - focus on targeted areas in one subject for interventions and boosters rather than supporting too many areas superficially. 	<ul style="list-style-type: none"> - Regular and robust monitoring (Including book scrutinies) - entry and exit data from boosters/interventions - observations and lesson dips - Staff support/CPD on new handwriting scheme as required And for the leading of interventions - Tracking of data for writing 	<p>CM- DHT</p> <p>English team</p> <p>BL- SENCO</p>	<p>Termly</p>
--	---	---	---	---	---------------

Review Jan 2018:

- Interventions in Term 1 and 2 for SEN and PP children focused on handwriting and writing. See Writing interventions impact review by BL for more detail, but pre and post assessments from all children across the school who had followed the handwriting intervention showed some kind of visual improvement. There was improvement in formation of letter with lead in strokes, improved hand strength, orientation of letters and reduction in letter size for some children. In KS2, the most noticeable improvements were improved formation, clearer ascenders and descenders and improved joining. In terms of sentence structure interventions, there was improvements in sentence length, more complex sentences and use of adjectives and adverbs. There was still some errors in punctuation at the end of these interventions however.
- New handwriting scheme was purchased for each year group but is not yet embedded so the impact of this will need to be reviewed later in the year.
- Evidence from book looks



See attached writing data: as it shows there is a significant gap between PP and non PP children in Writing still which needs addressing. This gap seems to be more lower down the school.

Next steps:

- review impact of handwriting scheme
- ensure continued progress in handwriting once interventions change.

April 2018

- review impact of handwriting scheme: ongoing and needs to happen by DHT or English team this term.
- ensure continued progress in handwriting once interventions change- through continued monitoring/book looks.
- HT and DHT have reviewed the vision for the school and have shared this with staff in briefing sessions- previous focus was on presentation and monitoring has begun to look at this.

See attached writing data (from most recent data drop): as it shows there is a significant gap between PP and non PP children in Writing still which needs addressing. Previously the gap was lower down in the school but this seems to have altered. Y1 gap is 35% Y2 18% Y3 19% Y4 28% Y5 3%

Review July 2018

Writing gaps remain in a number of year groups but most significantly in Y1. In Y2 the gap is 12% as 68.8% of PP children achieved at expected level or greater depth compared to 80.2% of non PP children. The gap is smaller in Y4. In Year 6, the writing progress of PP children at Cedar was better than nationally (Cedar +).79, National -0.4)

- Handwriting scheme reviewed by new English lead and policy reviewed as some issues identified with progression. Handwriting and presentation has seen an improvement generally but presentation was noted in some year groups as part of recent peer review. Therefore there has been weekly monitoring of presentation in books.

Total budgeted cost	65,600
----------------------------	--------

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?
Improvement in the oral communication skills of all PP children receiving additional support. (A)	Specific and targeted support from Speech and Language specialist TA. - Specific and targeted support from Speech and Language therapist (bought in service) -Tracking of progress of children who are having additional speech and language support both in terms of their individual targets and my plan, and progress in other core subjects. - Vocabulary development within the classroom	30% of children who currently have a plan for speech and language intervention are entitled to Pupil Premium Funding. Of those children, the vast majority are in Y1 to Y3 (87%) showing this is an area of greatest need and that through early support and intervention, this will support their progress. 3 reception children (30% of those currently identified as being entitled to Pupil Premium) have been identified on entry as having additional speech and language needs.	-Tracking of progress of children who are having additional speech and language support both in terms of their individual targets and my plan, and progress in other core subjects. - Working closely with Speech and language TA and SENCO to revise actions and amend regularly as necessary.	CM- DHT DH- Speech and Language TA BL- SENCO	Termly

Review Jan 2018:

- Speech and Language TA is currently working with 6 PP children on their speech and language plans.

See PP file for individual notes on progress of these children

Review April 2018

-Speech and language TA is currently working with 5 PP children on their speech and language plans.

See PP file for individual notes on progress of these children

Review July 2018

At the end of the academic year, the Speech and language TA was working with 7 PP children on their speech and language plans. Children have met some of their current targets and are making progress.

See PP file for individual notes on progress of these children

<p>Increase in the number of Year 1 children entitled for PP who pass the phonics screening check (D)</p>	<ul style="list-style-type: none"> -Specialist Phonics intervention teacher -Staff CPD (consistency in phonics, phonological awareness, team teaching and observations) - Regular tracking of data from mock screenings - Intervention groups formed from this - Phonics groups flexible and regularly changed 	<p>% of children who passed the Y1 Phonics screening increased from 70% in 2015-16 to 79.8% in 2016-17. This was just below National Average. However, in terms of Pupil Premium children, 53.5% passed compared to 84.5% of non pupil premium children. This gap needs to be reduced next year significantly.</p>	<ul style="list-style-type: none"> - Tracking of progress of all PP children (in line with trust boundaries) and likelihood that pass mark will go up this year. - Working closely with Phonics intervention teacher and English team to revise actions and amend regularly as necessary. 	<p>CM- DHT AM- Phonics intervention teacher GS- English team leader</p>	<p>Termly</p>
---	---	--	---	---	---------------

Review Jan 2018:

-- Specialist Phonics intervention teacher worked alongside Reception teacher and DHT to review phonics, provide targeted CPD support and overhaul plans to ensure they are fit for purpose. New plans have clearer structure, wider range of games, wider range of words used in each lesson and clearer progression for all staff to follow. These new plans were shared with staff Dec 2017 and to be used in Jan 2018 onwards.

- KS1 whole staff CPD November 2017 led by Phonics Intervention Teacher focused on phonological awareness.
- Phonics screening information, all Y1 and Y2 retakes have completed 2 mock phonics screening checks and staff complete tracking, a phonics screening report highlighting strengths, weaknesses and next steps and a gap analysis from this.

T1 screening: 92% of whole cohort on track, 92% of PP children on track (based on figures set by the trust)
T2 screening: 97% of whole cohort on track, 85% of PP children on track. All percentages went up except PP/FSM, but this is down to 2 children (one of which was absent) so is not significant but will need monitoring after next screening. *For more information see Phonics screening test analysis T1/T2*

- Phonics consistency dips completed by Reception teacher and fed back individually to staff.
- Adapting groups: Y1 and Y2 groups reviewed during terms 1 and 2 but all groups altered ready for Jan 2018. Reception children completed phase assessments Nov/Dec and placed into groups based on this. This was not done until a later point, last academic year so should see increased progress this year.

Review April 2018

- Phonics lead had returned and has worked with phonics specialist teacher to review current practice, groupings and current assessment data.
- Phonics screening information, all Y1 and Y2 retakes have completed a further mock phonics screening and staff completed tracking and gap analysis

T3/4 screening: 89% of whole cohort on track, 92% of PP children on track. (based on figures set by trust)

- Adapting groups: Y1 and Y2 groups reviewed during terms 3 and 4 but all groups altered again ready for April 2018. Reception children have been reviewed using ongoing assessments and groups moved based on this, including use of another adult and adapting which adults are taking which groups to ensure high quality delivery.

Next steps (ongoing):

- Continued phonics monitoring to ensure consistency, high expectations and progress for all.
- Continued monitoring of phonics screening results including PP children, keeping in mind that the pass mark is highly likely to increase.

Review July (see I above) Headline figures Phonics screening check shows that 90% of Y1 children have passed the screening (+10% on last year) and 94% of Y2 cohort have passed (75% of those who took retake this year). These outcomes now place us above national and show a 3 year trend of improvement.

<p>To improve the confidence and independence of pupils so that the negative effect on their educational progress diminishes. (B)</p>	<ul style="list-style-type: none"> - Skillsforce programme for all Y6 pupils - PSHCE curriculum reviewed and revised to ensure fit for purpose - investigate and invest in a supporting scheme/CPD which can be used with target group of children/whole school - Continued work and CPD on metacognition (as part of thinking schools culture and ethos) - Family Liason Officer to continue to support and work with named children. 	<ul style="list-style-type: none"> - Analysis of Y6 cohort showed that resilience and confidence were a key barrier to their educational progress. - EEF research shows metacognition and self-regulation can have good impact for low cost. 	<p>Review of data and progress of Y6 children and their attitudes to learning</p> <p>PSHCE curriculum altered to needs of children in consultation with staff and children</p> <p>Additional support clearly structured, targeted and with a baseline/exit point</p>	<p>CM- DHT JB SMSC team</p>	<p>Termly</p>
---	---	--	--	---	---------------

Review Jan 2018:

- This is an area where there has not been much work so far this year and will need focusing on for the next 4 terms.
- As a school we are focusing on habits of mind and this should have a positive effect if reinforced continuously.
- Further analysis is needed of the PSHCE curriculum, impact of skillsforce on Y6 pupils and the work of the FLO with PP children.

Review April 2018

- Habits of mind have been introduced across the school through an art project, assemblies and in class activities. It is however too early to evaluate the impact of this and there is a lot more work across this academic year and subsequent ones to embed these habits of mind within the pupils.
- Further analysis is needed of the PSHCE curriculum, impact of skillsforce on Y6 pupils and the work of the FLO with PP children.

Next steps:

- evaluating impact of habits of mind
- Further analysis of the PSHCE curriculum, impact of skillsforce on Y6 pupils and the work of the FLO with PP children.

Review July 2018

- Habits of mind and cedar attributes are far more embedded yet it is early days to evaluate their direct impact. The work on this will be continued into the next academic year as led by the thinking schools lead.
- New SMSC lead is evaluating current practice including the PSHCE curriculum within the school and planning next steps.
- skillsforce has improved the confidence of the Y6 cohort and this can be partly attributed to another years increase in outcomes. Skillsforce will continue into the next academic year.

Total budgeted cost	47,500
----------------------------	--------

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?
To improve the attendance of PP children so that is in line with National (for non PP peers) (E)	<ul style="list-style-type: none"> -Attendance officer to check attendance daily and closely monitored PP attendance rates, meet with parents and offer support. - Rewards for good attendance given out regularly (i.e off curriculum time, attendance award trophies) - Breakfast club is offered at a subsidised or for free for parents (some families whose attendance is causing concern will be directly invited) - Children can wear own clothes on birthday to encourage children to attend school on this day 	<p>The role of the attendance officer has made a positive impact over recent years with attendance improving.</p> <p>Last year attendance was 94.7% for PP children compared to 96.9% for non PP peers (a gap of 2.2%)</p> <p>Breakfast club helps children be ready for the school day and will enable them to have a good attitude to learning and make good progress</p>	<p>Weekly updates from Attendance officer</p> <p>Use of attendance data to identify trends or issues.</p> <p>Attendance reported to AAB</p> <p>Ensuring parents of PP children know about Breakfast club and monitor attendance at breakfast club to see the impact this is having.</p>	CM (DHT) DCB (Attendance officer)	Termly

Review Jan 2018:

- whole school figures: 96.1% (KS1 96.17% and KS2 96.69%).
- PP figures for term 1: Non PP 97.55% PP: 95.9% (gap of 1.65%). Previous academic year, term 1: 95.4% PP compared to 97.1% (gap of 1.7%) There were 18 PP children who were less than 90% attendance. These were discussed with DCB and actions planned. Review meeting Jan
- PP figures for term 2: Non PP 96.42% PP 94.35% (gap of 2.075). This has increased across the school due to holidays and will therefore be monitored again next term. There were 20 PP children who were less than 90% attendance. These have been discussed with DCB and actions planned. (3 of these children are due to holidays, one is new in and number have been referred). All current FSM children will have a reminder letter to say that they are entitled to breakfast club and this may help attendance.
- a range of initiatives in place and being embedded (including perfect attendance class rewards, attendance champions, individual reward sticker charts, wearing own clothes for birthday)

- attendance survey (Dec 2017) conducted for children who were less than 96% to identify gaps and any issues.
- 3 out of the 4 nominated attendance champions are PP and have shown significant improvements in their attendance.

Next steps:

- Complete analysis of pupil attendance survey results and plan next steps
- continue to monitor attendance and target
- remind all FSM children that they are entitled to breakfast club for free (as sometimes up take is about 25% for current FSM children)

Review April 2018

- whole school figures (as of 16.4.2018) Term 3 attendance 96.1% (Ks1 96.17% and KS2 95.91%) and Term 4 96.1% (KS1 96.16% and KS2 95.92%) shows attendance as stable across these terms.
- PP figures for term 3: Non PP 96.64% PP: 94.6% (gap of 2.04%).
- PP figures for term 4: Non PP 96.65 % PP: 94.48% (gap of 2.17 %). Chn who are PP and below 90% to be reviewed with attendance officer.
- All current FSM children received a reminder letter to say that they are entitled to breakfast club and this may help attendance. Now up to 40% of current FSM attend. Previous 23% of current FSM children attended.
- Range of initiatives stated for T1 and T2 have continued.
- New attendance officer in post from T4.

Review July 2018

Range of initiatives stated for T1 and T2 have continued throughout this year.

- New attendance officer in post from T4.
 - PP attendance still remains stubbornly below non PP peers at 94.11 compared to overall attendance of 95.60. This will be a priority area on the school improvement plan.
- Breakfast club attendance has remained consistently at around 35-40% of current FSM attending and will continue to be promoted next year.

<p>To give PP children experiences they may otherwise not be able to have.</p>	<ul style="list-style-type: none"> - Y6 residential trip to Marchants Hill to be subsidised (half price for children entitled to Pupil Premium) - Subsidising school trips to enable parents to be more able to afford them 	<p>Parents of PP children are not always able to afford for their children to attend residential. By subsidising this trip, it makes it more affordable for them, ensuring their children do not miss out.</p> <p>Some parents like to pay at least part of trips. By subsidising the trips, it makes them more affordable.</p> <p>PP children will have an opportunity to experience</p>	<ul style="list-style-type: none"> -Monitoring numbers of children attending residential. -Annual review of trips 	<p>DHT</p>	<p>Annually</p> <p>This will be reviewed later in the year as no trips currently. However, discussion with finance and teachers re upcoming trips and £10 subsidy per child</p>
--	---	---	---	------------	---

		activities they may otherwise not be able to have and this supports the holistic development of the child.			<p>April: subsidy fund set up for parents if required. Currently only 1 trip has happened. Review end of year.</p> <p>July: next year residential 29chn attending , 12 of whom are entitled to PP (41%) but this is about 1/3 of the year group.</p> <p>Not all year groups have been on a trip and this needs to be developed as part of the curriculum offer for all next year</p>
Increased participation of parents of PP learners through targeted parental events and regular opportunities for communication with parents (G)	<ul style="list-style-type: none"> - Increase numbers of parent volunteers - Book looks to be held monthly - Family Learning events to be held - EYFS to use tapestry to record child's learning and parents have access to this - Termly magazine - 2 x parental surveys 	Attendance at workshop sessions held last year was low Communication always comes out as an area of weakness in parental surveys	<ul style="list-style-type: none"> -Monitoring attendance rates at events -Approaching parents directly who would benefit from sessions/activities - publicising events and opportunities to come in to school widely - Ensuring workshops and sessions are in formal and structured so they are not daunting for parents who may not have had good experiences in their own schooling 	Pupil and Parent voice team CM- DHT	Termly

Review Jan 2018:

- Number of parent volunteers goes up and down but there are more regular parent helpers than previous years.
- Workshop held so far this year (Phonics and Early Reading). Book looks have had a good turnout so far and positive feedback from parents
- all year groups held a family learning event for Christmas activities with good turnout
- EYFS staff now trained on tapestry, to begin in school T3/4 and roll out to parents later in the year

Review April 2018

- Tapestry is now in use in all EYFS classes. Roll out date to be confirmed to parents due to some inconsistencies found between classes. Current and New EYFS leads to work with CM on this and plan is now in place.
- Parents days to be held in T5 (two Thursdays). CM to review numbers and attendance by PP Parents
- Parents workshops to be held in T5 for Phonics screening and also Y2 SATs. Book looks have continued each month and parents evening in T4. Non attendance followed up by teachers. Turnout for booklook varies.
- Number of parent volunteers goes up and down but there are more regular parent helpers than previous years.

Review July 2018

- 2 parents days held in T5 with good uptake and positive feedback. Attendance by parents of children entitled to PP varied from 25% in some classes to 100% in others.
- parents workshops held for phonics screening, Y2 SATs, transition for Reception to Y1. Book looks have continued each month and has recently had good turnout despite building works.
- end of year summaries will go out to all parents and there have been a number of recent events including trips, sports days and performances.
- Number of parent volunteers goes up and down but there are more regular parent helpers than previous years and some have taken permanent roles within school.

Total budgeted cost	56,000
----------------------------	--------

6. Review of expenditure

Previous Academic Year 2016-17 review available on school website. 2017-18 review above including impact

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

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

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk

Separate 2016-17 review of expenditure is available on the school website