

## Pupil premium strategy statement: Cedar Children's Academy

### January 2020 evaluation

SUMMARY INFORMATION			
Pupil Premium Strategy Plan	2019-20 with 3 year overview		
CURRENT PUPIL INFORMATION [2019-20]			
Total number of pupils:	581 <i>October: 610 including Nursery</i>	Total pupil premium budget:	Provisional £180,840 <i>Updated: £196,680</i>
Number of pupils eligible for pupil premium:	122 children 20.9% of school (as of 6/9/19) 131 children (21.4% as of 28/10/19)	Amount of pupil premium received per child:	£1320 per child

COHORT INFORMATION		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	65 children	53%
Girls	57 children	47%
SEN support	26 children	21%
EHC plan	3 children	2%

## Assessment data

EYFS					
	Pupils eligible for PP	All pupils	National average	Data from previous 2 years	
				2016-17	2017-18
Good level of development (GLD)	(8 pupils) 75%	75%	71.8%	67%	66%
YEAR 1 PHONICS SCREENING CHECK					
All pupils	Pupils eligible for PP	National average		Data from previous 2 years	
				2016-17	2017-18
All pupils: 86% Non PP Peers:88%	(17 children) 82%	82%		79%	89%
END OF KS1					
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 2 years (school results)	
		School average	National average	2016-17	2017-18
% achieving expected standard or above in reading, writing and maths	27%	All Pupils: 58% Non PP Peers:65%		62%	69%
% making expected progress in reading	47%	All pupils: 70% Non PP Peers:75%	75%	69%	75%
% making expected progress in writing	47%	All pupils: 69% Non PP Peers: 74%	69%	65%	78%

% making expected progress in maths	67%	All pupils: 74% Non PP Peers:77%	76%	74%	83%
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\* note a number of children who were SEN/PP were pre key stage and didn't do tests

END OF KS2					
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 2 years (school results)	
		School average	National average	2016-17	2017-18
% achieving expected standard or above in reading, writing and maths	39%	All pupils: 48% Non PP Peers 55%	64%	49%	58%
% making expected progress in reading	65%	All pupils: 63% Non PP Peers 63%	73%	64%	73%
% making expected progress in writing	58%	All pupils: 72% Non PP Peers: 82.5%	78%	71%	79%
% making expected progress in maths	58%	All pupils: 66% Non PP Peers: 73%	76%	61%	66%

OTHER DATA		
Look at:	Strengths	Weaknesses
Attendance data	<ul style="list-style-type: none"> <li>Attendance is generally in line with National and persistent absence is below National.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance of PP (and SEN) children still continue to be below that of non PP peers. (95.1% compared to 96.8%)</li> </ul>

Behaviour data	<ul style="list-style-type: none"> <li>• Behaviour of pupils is good and an area of strength in the school.</li> <li>• Behaviour is monitored and tracked and regular reviews in place for individuals.</li> <li>• Incidents of poor behaviour are rare and tend to be exhibited by a very small number of pupils all of which have additional needs (some are also entitled to PP).</li> </ul>	<ul style="list-style-type: none"> <li>• Lunchtime behaviour emerges due to some children not being engaged in activities.</li> <li>• <b>Develop and reinforce the positive behaviour shown. Ensure this is consistently picked up.</b></li> <li>• More robust tracking and monitoring of behaviour</li> </ul>
Safeguarding referrals	<ul style="list-style-type: none"> <li>• Safeguarding is robust and a strength of the school.</li> <li>• Procedures are tight and rigorously followed.</li> <li>• Relationships are generally good with parents and triple P course ran in school last year was well attended.</li> <li>• Relationships with outside agencies are good and there is regular contact.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to offer wider opportunities for parents i.e. courses such as triple P</li> <li>• Continue to track, challenge and target families/children whose attendance is of concern.</li> </ul>

\*\*\*\* Green: this cross-references to the School Improvement Plan (SIP)

**1) Ensuring high quality teaching and targeted, impactful interventions resulting in improved outcomes for Pupil Premium pupils (Greater numbers/% achieving age related expectations and greater depth)**

Why? There continues to be a gap between PP Pupils and their non PP Peers in a number of subjects and year groups and this gap is not rapidly reducing. Quality first teaching is our top priority for all pupils and this must be the core driver of any PP Strategy. Quality First teaching will ensure that pupils do not fall behind, their learning is of a high quality and challenging and their needs regularly reviewed and addressed. All pupils including those entitled to PP will make Age related expectations and make good progress with increasing numbers reaching greater depth due to higher aspirations, expectations and more challenging lessons.

YEAR	RAG RATING	EVIDENCE
2019-20		
2020-21		
2021-22		

**2) Ensuring the prompt and ongoing evaluation of the needs and barriers of pupils entitled to Pupil Premium to ensure that actions are targeted carefully and have greatest impact on the pupils learning and wellbeing.**

Why? Pupil Premium pupils are not a homogenous group. Their needs are varied and at Cedar we take these into account. Our strategy and actions are fluid and regularly reviewed through the use of mentoring, astute use of data and all adults understanding the needs of the child. Their needs or barriers may be addressed in a number of ways and this will vary term by term, year by year and as cohorts vary and include things such as Use of ELSA, specific interventions, Speech and Language etc.

YEAR	RAG RATING	EVIDENCE
2019-20		
2020-21		
2021-22		

**3) Improving the attendance of Pupil Premium pupils.**

Why? Although the attendance of pupils at Cedar is above National average, the attendance of Pupil Premium pupils is below that of their non PP peers. We know that it is crucial for children to attend every day in order to learn and not to fall behind. Systems and routines for attendance are in place but additional work now needs to be undertaken to work with children and families who have been identified and unpicking any barriers to good attendance and challenging when attendance is not good enough.

YEAR	RAG RATING	EVIDENCE
2019-20		
2020-21		
2021-22		

**How each priority will be addressed in the 2019-20 academic year**

**PRIORITY 1: ENSURING HIGH QUALITY TEACHING AND TARGETED, IMPACTFUL INTERVENTIONS RESULTING IN IMPROVED OUTCOMES FOR PP PUPILS (GREATER % ACHIEVING ARE AND GREATER DEPTH)**

Member of staff responsible: C.McNally/ SLT/ YGL and all teaching staff

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria
<p>1. Ensuring most able pupils are challenged sufficiently to work at higher standards.</p>	<ul style="list-style-type: none"> <li>- YGLs and CTs to identify more able PP pupils (and those with potential). Ensure this is recorded on SIMs and TT.</li> <li>- More able PP pupils discussed daily at YGL meetings and planning adapted based on this.</li> <li>- CPD for More able lead and staff</li> <li>- Monitoring by PP Lead of books and lessons to</li> <li>- tracking of attainment and progress of all PP pupils including those identified as more able. Where progress is slow, barriers identified ( i.e through mentoring) and actions put in place i.e. overlearning.</li> <li>- PPM meetings focus</li> <li>- ensuring PP pupils are well represented at extra-curricular enrichment and challenge clubs and at aim high sessions.</li> </ul>	<p>YGLs CTs R.Havinden</p>	<p>Termly  PP review 3 x a year (see below)</p>	<ul style="list-style-type: none"> <li>-staff release (especially More Able lead)</li> <li>-PP Lead (wage)- monitoring time</li> </ul>	<ul style="list-style-type: none"> <li>- An increased % of PP pupils working at greater depth/achieving higher standard across a range of subjects (in line with national where appropriate).</li> <li>- Teachers can confidently articulate how they plan and implement challenge for these pupils.</li> <li>- Lessons and work scrutiny consistently evidence that these pupils are given appropriate challenge.</li> </ul>

**PRIORITY 1: ENSURING HIGH QUALITY TEACHING AND TARGETED, IMPACTFUL INTERVENTIONS RESULTING IN IMPROVED OUTCOMES FOR PP PUPILS (GREATER % ACHIEVING ARE AND GREATER DEPTH)**

<p>2. Ensuring that lessons are engaging with high expectations.</p>	<p>-YGL to be released by SLT for approx. 30 minutes (2x week) slots to assess quality of this and give feedback.          -YGL to ensure that planning leads to high quality lessons where children are able to be engaged and challenged.          - YGL to ensure that work in books is of a high quality and that there is a quantity of work as pupils are highly engaged.          - Individual support for teachers whose lessons are not engaging and challenging through team teaching, use of video technology and additional CPD</p>	<p>K.Jones          C.McNally          SLT          All teaching staff</p>	<p>Termly          PP review 3 x a year (see below)</p>	<p>-SLT time to release YGLs          - swivl          -additional CPD needs</p>	<p>- Children will consistently report that they have to work hard in lessons, as do others.          - Monitoring will show that in 100% of lessons, pupils are engaged and expected to participate.</p>
<p>3.Improve the teaching and learning of maths</p>	<p>-Continuation with TRG workgroup focused on mastery but with clear objectives for this year          - Maths lead to attend trust working party          - roll out new planning and support documentation developed by working party          - re-establish expectations for times tables teaching in all year groups</p>	<p>S.Mates/          C.McNally          All teachers</p>	<p>Termly          PP review 3 x a year (see below)</p>	<p>-TRG release time and CPD          - resources i.e TT rockstars</p>	<p>- Maths outcomes will be at least in line with National (expected and greater standard)          - Outcomes of multiplication check to be at least in line with national</p>

**PRIORITY 1: ENSURING HIGH QUALITY TEACHING AND TARGETED, IMPACTFUL INTERVENTIONS RESULTING IN IMPROVED OUTCOMES FOR PP PUPILS (GREATER % ACHIEVING ARE AND GREATER DEPTH)**

<p>4.Improving the teaching and learning of reading</p>	<ul style="list-style-type: none"> <li>- Staff training including September INSET</li> <li>- Daily reading interventions to focus on fluency first (see information below)</li> <li>- Ensuring the texts that KS2 PP pupils are taking home are sufficiently challenging and having a clearer system for this.</li> </ul>	<p>R.Havinden C.McNally/SLT All teaching staff</p>	<p>Termly PP review 3 x a year (see below)</p>	<ul style="list-style-type: none"> <li>- Pixl resources</li> <li>-Staff time (for additional reading)</li> <li>- CPD costs</li> <li>- additional resources or books as required.</li> </ul>	<p>Reading outcomes to be at least in line with national (expected and higher standard/GDS) with PP pupils performing in line with non PP peers.</p> <p>Fluency of targeted children improves based on entry and exit data.</p> <p>Quality of reading lessons and reading interventions are judged to be 100% good or better.</p>
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Evaluation

OBJECTIVE	RAG RATING T1/2	EVIDENCE	RAG RATING T3/4	EVIDENCE	RAG RATING T5/6	EVIDENCE
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OBJECTIVE	RAG RATING T1/2	EVIDENCE	RAG RATING T3/4	EVIDENCE	RAG RATING T5/6	EVIDENCE
1		<p>Still significant work needed to be done with Greater depth pupils YGL have greater awareness. More able lead attended NACE training- to be implemented. Data showed fewer PP pupils being targeted at start of year for GD. Raised with YGL and also in PPMs. Current % show that in Y1,Y2 and Y3 PP chn are not achieving GD in R and W, Y4 are not currently in R,W or M. Y5 pupils are in writing but not R or M Y6 PP pupils are and to a higher % than previous years but still a sizeable gap to non PP peers. (see Data analysis held by PP lead) Maths GD is stronger for PP. This will be explored. Part of data may be staff being overly cautious.</p>				
2		<p>Lessons are still too variable across the school. There has been limited time/opportunity for SLT to monitor and this will increase in T3. However some YGL have had more time and this has led to some improvements.</p>				

OBJECTIVE	RAG RATING T1/2	EVIDENCE	RAG RATING T3/4	EVIDENCE	RAG RATING T5/6	EVIDENCE
3		<p>New guidance and plans from working party rolled out.</p> <p>Updated CPD for staff in January by Maths lead.</p> <p>Maths lead has had limited release to monitor across the school so this will need to increase in T3.</p> <p>Maths data shows the gap between PP and non PP peers is small in KS1 (2-4%) but is much more sizeable in KS2 (up to 30%) This will be investigated with Maths lead.</p>				
4		<p>All staff have had training in September and planned for January INSET.</p> <p>Daily reading for Y2 and Y6 showed most children made progress. (see reading speeds) and this has converted into test score improvements for many. Moved focus to other year groups</p> <p>Reading intervention exit data shows significant progress made for most children (see individual records)</p> <p>Quality of reading lessons is still not strong enough based on monitoring including PP Review and also children in KS2 reported that they are not challenged in terms of texts they choose to take home.</p>				

**PRIORITY 2: Ensuring the prompt and ongoing evaluation of the needs and barriers of pupils entitled to Pupil Premium to ensure that actions are targeted carefully and have greatest impact on the pupils learning and wellbeing**

Member of staff responsible: C.McNally, B.Langiano

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria
<p>1. Key barrier this year: Speech and Language</p> <p>Speech and language needs are promptly identified and a support programme put in place</p> <p>(September: 10% of entire PP cohort has this barrier. 12/36 (33%) children seen by S&amp; L TA are Pupil Premium)</p>	<ul style="list-style-type: none"> <li>- Early speech and language link assessments with Reception children. (based on baseline data)</li> <li>- Specialist Speech and Language TA to work with PP children who have this identified need.</li> <li>- Use of speech and language therapist days to develop myplan, assess targets</li> <li>- To ensure personalised plans for identified pupils are being implemented within the classroom (use of update sheets and TA to pop into PP sessions to update/in class to support)</li> <li>- SENCO/ S&amp;L TA to revise actions and amend regularly.</li> </ul>	<p>L.Crick</p> <p>B.Langiano</p> <p>D.Hawkins</p>	<p>Set reviews based on 'myplan'</p> <p>PP review 3 x a year (see below)</p>	<p>Specialist fulltime TA (wage)</p> <p>PPG to be used for additional S &amp; L bought in days as required</p>	<ul style="list-style-type: none"> <li>- Children who receive external Speech and Language support will be signed off.</li> <li>- children on 'My Plans' will make significant progress towards their targets</li> <li>- Pupil Premium pupils speaking skills are in line with other pupils.</li> <li>- End of reception- 100% of pupils achieve 2 or 3 in Speaking.</li> </ul>

<p>2. Key barrier this year: Reading fluency</p> <p>Increase opportunities to read to an adult to improve fluency</p> <p>(15 PP Y6 Pupils are being targeted in term 1. This is 17% of cohort. This is 15/25 PP children in Y6=60%)</p>	<ul style="list-style-type: none"> <li>- CTs (through mentoring conversations), SLT and YGL, English lead draw up priority children termly based on range of data (reading record entries, TAFs, test scores).</li> <li>- TAs and Teachers to be pooled across year groups as necessary to hear children read</li> <li>- children read within breakfast club and afterschool club</li> <li>- Training on reading strategies such as echo reading, precision teach including the use of briefing time</li> <li>- Use of pixl fluency resources and termly fluency tests for all pupils</li> </ul>	<p>SLT R.Havinden All staff</p>	<p>Review every 3/4 weeks</p> <p>PP review 3 x a year (see below)</p>	<ul style="list-style-type: none"> <li>-Staff wages (i.e overtime for additional reading slots)</li> <li>-Resources as required i.e. additional books</li> <li>-Pixl resources</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of pupils who are read with on a daily basis made significant improvement in their fluency based on progress from entry to exit tests</li> <li>- Pupils show improved standardised scores.</li> </ul>
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<p>3. Key barrier this year: perceived/actual lower aspirations and opportunities</p> <p>Widen the aspirations of PPG pupils and ensure a range of opportunities are provided irrelevant of any barriers there may be.</p>	<ul style="list-style-type: none"> <li>- Y6 residential trip to Marchants Hill to be subsidised (half price for children entitled to Pupil Premium)</li> <li>- Subsidising school trips to enable parents to be more able to afford them.</li> <li>- Breakfast club will be subsidised for FSM pupils.</li> <li>- Make clear to staff that they must model the belief that every child can achieve and support them to have these ambitions. Staff challenge and support children who show low aspirations through mentoring conversations.</li> <li>- Liaise with staff from Trust grammar schools to make links stronger and arrange for a presentation to parents (Years 4 and 5).</li> <li>- Explore possibility of Primary Futures members coming to speak to children and careers fair</li> </ul> <p>Provide a greater range of extra-curricular activities to cover the arts (music, drama and art)</p>	<p>C.McNally SLT All staff</p>	<p>Termly</p> <p>PP review 3 x a year (see below)</p>	<ul style="list-style-type: none"> <li>- PPG to fund trips, residential and trips</li> <li>- Costs of visitors</li> <li>- release time for staff</li> <li>- Days in lieu for clubs run</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of PP Pupils attend at least 1 extra curricular club per year</li> <li>- PPG pupils are better able to articulate their ambitions and dreams</li> <li>- Teachers can evidence how they have actively sought to raise aspirations of key individuals/classes.</li> </ul> <p>Better performance in end of key stage tests (and other tests used in school)</p>
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<p>4. Key barrier this year: Gaps in core subjects</p> <p>Use well structured, targeted interventions to improve children's reading, writing and maths.</p>	<ul style="list-style-type: none"> <li>- YGL and class teachers review range of data 3 x per year and discuss needs of SEN and PP cohort (many of whom are both) with PP Lead and SENCO.</li> <li>- Clear entry and exit tests completed to show impact and progress made in interventions.</li> <li>- TAs to attend PPA to update teachers on interventions and adjust actions based on this.</li> </ul>	<p>B.Langiano C.McNally TAs CTs</p>	<p>Termly</p> <p>PP review 3 x a year (see below)</p>	<ul style="list-style-type: none"> <li>- TA hours linked to the leading of interventions.</li> <li>- resources for interventions i.e schemes of work, maths manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>- Clear progress made between entry and exit points</li> <li>- Teacher assessments and tests show improvements in child's learning in target area.</li> <li>- Teachers report that children are applying learning back within the classroom setting.</li> </ul>
<p>5. Use structured mentoring conversations to ensure barriers are identified</p>	<ul style="list-style-type: none"> <li>- Use of 1-1 mentoring conversations to identify any barriers for that child and put plans in place based on this. Class teachers will run these and feedback needs and proposed actions to CM to feed into wider school strategy.</li> <li>- follow up in PPM and YGL reviews to ensure actions addressed and progress made.</li> </ul>	<p>C.McNally Class teachers</p>	<p>Termly</p> <p>PP review 3 x a year (see below)</p>	<ul style="list-style-type: none"> <li>- Release time and associated cover costs.</li> <li>- any resources or equipment needed following these conversations</li> </ul>	<ul style="list-style-type: none"> <li>- Class teachers know their PP pupils well and are aware of any barriers to their learning and wellbeing.</li> <li>-Class teachers address any barriers well and monitor actions taken to ensure impact and improvements.</li> <li>- The PP strategy is altered and adapted in response to emerging needs.</li> </ul>

#### Evaluation

OBJECTIVE	RAG RATING T1/2	EVIDENCE	RAG RATING T3/4	EVIDENCE	RAG RATING T5/6	EVIDENCE
1		<p>Speech and language data shows most pupils have made progress with their speech and language targets. Targets are regularly reviewed and staff have data on their individual progress for each target. 1 child has been signed off.</p> <p>Speech and language HLTA works closely with speech and language therapist.</p>				

OBJECTIVE	RAG RATING T1/2	EVIDENCE	RAG RATING T3/4	EVIDENCE	RAG RATING T5/6	EVIDENCE
2		<p>Data from Y6 reading fluency shows most PP pupils made progress.</p> <p>Adults were pooled across the key stage for daily reading during assembly time. This will now be a focus for Y5.</p> <p>Reading fluency test from PiXL used across KS2 to identify target children for T3 and actions planned (as per T1)</p> <p>Breakfast club reading is well received and children want to take part. Adults report good progress for many children.</p>				
3		<p>Marchants hill was attended by 17 PP pupils (just over 50% of PP pupils in this cohort)</p> <p>Wider links need to be made i.e with secondary schools.</p> <p>In PP Review, KS1 children were much clearer on aspirations and jobs than KS2 due to recent work in assembly. This will be a focus in assemblies across the school in Term 3.</p> <p>More research and exploration into aspiration development</p> <p>Y5 group of pupils have started work on Be Your Best Self resources.</p>				

OBJECTIVE	RAG RATING T1/2	EVIDENCE	RAG RATING T3/4	EVIDENCE	RAG RATING T5/6	EVIDENCE
4		Exit testing from intervention shows individuals progress and most pP pupils have made good progress in these sessions. Teachers consulted about needs for T3/4 and interventions planned by SENCO. Entry testing/measures in January. Teachers greater scope to not focus on one subject for all pupils and rather address needs closer.				
5		Mentoring conversations held by all teachers for all PP pupils. Barriers emerged and actions planned to begin T3 such as homework club, reading opportunities in school. Teachers reported that these conversations were useful in knowing the needs of pupils. Impact of new actions to be reviewed T3/4				

**PRIORITY 3: Improving the attendance of Pupil Premium pupils.**

Member of staff responsible: C. McNally, SLT, L. Sherrress and Class teachers

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria

<p>1. Continue to monitor and track attendance closely identifying any trends or dips early.</p>	<ul style="list-style-type: none"> <li>- L.Sherress to continue to use trackers and reports to monitor attendance and take necessary action (attendance clinics, letters, fines etc)</li> <li>- Review persistent absence list and members of SLT to check in with those child and parents to identify and work towards removal of barriers.</li> <li>- Tackle attendance of those just below PA threshold</li> </ul>	<p>L.S SLT</p>	<p>Attendance reviewed termly.</p> <p>PP review 3 x a year (see below)</p>	<ul style="list-style-type: none"> <li>- Attendance officer (wage)</li> <li>-SLT meetings and YGL meetings have attendance as a focus area</li> <li>- SLT time to liaise with children and families.</li> <li>- Cost of any resources needed to support absence (i.e breakfast club).</li> </ul>	<ul style="list-style-type: none"> <li>-Attendance of PP Pupils is in line or exceeds non PP Peers.</li> <li>- Attendance of PP Pupils is above National for all pupils 96%</li> <li>- % of persistent absence is reduced</li> <li>- Number of children on persistent absence list who are PP reduces.</li> </ul>
<p>2. Class teachers to use mentoring conversations to identify any emerging barriers and put steps in place</p>	<ul style="list-style-type: none"> <li>- Mentoring every 1/2 terms will be 1-1 between child and teacher and will ensure the teacher has a well-rounded understanding of the child including any barriers to attendance.</li> <li>- any concerns discussed with YGL/ PP Lead or attendance office</li> </ul>	<p>Class teachers</p>	<p>Mentoring every 1/2 terms</p> <p>PP review 3 x a year (see below)</p>	<ul style="list-style-type: none"> <li>- Release time and cover teachers for mentoring conversations to take place</li> <li>- Cost of any resources needed to support absence.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance of PP Pupils is in line or exceeds non PP Peers.</li> <li>- Attendance of PP Pupils is above National for all pupils 96%</li> <li>- % of persistent absence is reduced</li> <li>- Number of children on persistent absence list who are PP reduces.</li> <li>- notable improvement in attendance of individuals</li> </ul>
<p>3. Breakfast club offers children a nutritious, calm start to the school day</p>	<ul style="list-style-type: none"> <li>- Breakfast club from 7.30am daily.</li> <li>- Subsidised for FSM pupils</li> <li>- ensure all parents and children who are entitled to breakfast club support or may benefit from it are aware.</li> <li>- J.Broad identify any parents/children who may benefit from this due to change in circumstances</li> </ul>	<p>Breakfast club staff C.McNally J.Broad</p>	<p>Review numbers termly.</p> <p>PP review 3 x a year (see below)</p>	<ul style="list-style-type: none"> <li>- PPG used to have Breakfast club free for FSM pupils</li> </ul>	<ul style="list-style-type: none"> <li>- % of FSM (and PP pupils) who attend breakfast club increases</li> <li>- Children and parents report high satisfaction levels about breakfast club in surveys</li> </ul>

## Evaluation

OBJECTIVE	RAG RATING T1/2	EVIDENCE	RAG RATING T3/4	EVIDENCE	RAG RATING T5/6	EVIDENCE
1		<p>Attendance for PP pupils was 94.7% at the end of term with non PP at 95.7%. This is an improvement from last year and is likely to still be above national for this group, however PP pupils still attend less than their PP peers.</p> <p>The attendance officer is rigorous in following up attendance and the system in place. Those whose attendance is below 90% will be mentored and supported by SLT in T3/4</p>				
2		<p>Mentoring conversations held by all teachers for all PP pupils. Barriers emerged and actions planned to begin T3 such as homework club, reading opportunities in school.</p> <p>Teachers reported that these conversations were useful in knowing the needs of pupils. Impact of new actions to be reviewed T3/4</p>				
3		<p>Breakfast club continues to be well attended with stable numbers. However, there are a number of FSM children who are eligible but not attending so reminders will be provided. Current numbers are that 33 FSM pupils regularly attend.</p> <p>Need to complete a survey about breakfast club to ensure stakeholder satisfaction and address any concerns.</p>				