

# Pupil premium strategy statement: Hampton Infant School

Summary information					
<b>School</b>	Hampton Infant School				
<b>Academic Year</b>	2019-20	<b>Total PP budget (allocated April 2019 – March 2020)</b>	£54,120	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	399	<b>Number of pupils eligible for PP</b>	31	<b>Date for next internal review of this strategy</b>	July 2020

1. Attainment results (2017-18)							
	<i>2018 KS1 PPG children reaching expected standard</i>	<i>2018 KS1 PPG children reaching expected standard – national data*</i>	<i>2018 KS1 children reaching expected standard</i>		<i>Phonic-screening: percentage of PPG children reaching expected standard</i>	<i>Phonic-screening: percentage of Year 1 children reaching expected standard</i>	<i>Phonic-screening national attainment:</i>
<b>Reading</b>	50%		73%		80%	81%	82%
<b>Writing</b>	43%		72%				
<b>Maths</b>	64%		79%				

\*To be updated when dashboard data is published

2. Barriers to future attainment	
In-school barriers	
<b>A.</b>	Writing attainment and progress for PPPG pupils in Year 1 and 2
<b>B.</b>	Communication and language skills – PPG children in the EYFS.
<b>C.</b>	Ability to regulate and understand emotional reactions.
External barriers	
<b>D.</b>	Enrichment of cultural capital through further experiences

### 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>Raise attainment and progress in writing for PPPG pupils in Year 1 and 2.</p> <p>Measure: Age Related Expectation and Progress, Target Tracker, baseline assessments, pre-testing, Catch Up Literacy Assessments.</p>	<p>In year 1 and 2 writing results:</p> <p>Year 2 PPPG data 2019-20: 80% expected in writing</p> <p>Year 1 PPPG data 2019-20: 80% expected in writing</p> <p>Year 1 PPPG progress data 2019-20: 6 points in writing</p> <p>Year 2 PPPG progress data 2019-20: 6 points in writing</p>
<b>B.</b>	<p>Raise attainment in communication and interaction for children in Reception.</p> <p>Measure: Speech link, Tapestry, observations and intervention tracking data.</p>	<p>80% of children achieving a GLD in Communication and Language area.</p> <p>80% of PPPG children met GLD at the end of EYFS</p> <p>All PPG identified in Autumn 1, and given personalised intervention according to need</p>
<b>C.</b>	<p>Parent's and children's feel more inform and able to understand emotions and reactions.</p> <p>Measure: data provided by school counsellor, surveys, and target tracker, qualitative data from teachers /parents and surveys distributed to parents and teachers.</p>	<p>Surveys of pupils show a positive understand of emotions and how these can be understood to help you to work out what to do next.</p> <p>Surveys of parents, attending training, feel an increased level of understanding.</p>
<b>D.</b>	<p>Enrich children's cultural capital through wider experiences</p>	<p>For reception children to undertaken a 'new experience' half-termly and discuss this with an adult, to wider their life experiences.</p> <p>For Key Stage One children to undertaken a 'new experience' termly and discuss this with an adult, to wider their life experiences.</p>

Planned expenditure				
	Chosen action / approach	COST	Rational for spend / evidence	How will you ensure that this is implemented well?
A/B/C	<p>TAs responsible for teaching specific interventions and targeted support for individual pupils:</p> <ul style="list-style-type: none"> <li>-Catch up Literacy</li> <li>-Letterland/Phonics</li> <li>-Maths over-learning and pre-teaching</li> <li>-ELSA</li> <li>-Drawing and Talking</li> </ul>	£16,466.00	<ul style="list-style-type: none"> <li>✓ Specific focus on raising attainment of PPG pupils – identified through target tracker.</li> <li>✓ The EEF toolkit identifies that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</li> <li>✓ The EEF toolkit evaluated the effectiveness of direct reading interventions, such as Catch Up Literacy, and identified that: on average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</li> <li>✓ EEF toolkit acknowledged the benefit of social and emotional learning (SEL) for children from deprived backgrounds: SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. And identified that: on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Current in house tracking data used to identify key children</li> <li>✓ Target tracker statements used to identify key gaps in learning.</li> <li>✓ Previous assessments used to identify misconceptions</li> <li>✓ Children to work with the adult 3 times per week for 15 mins.</li> <li>✓ Feedback given to class teacher, parents and children regularly</li> <li>✓ Rigorous baselines conducted to track progress and identify need.</li> <li>✓</li> </ul> <p>To be reviewed in March 2020</p>
A/B/C/D	PPG Lead and Inclusion Manager	£32,735.00	<ul style="list-style-type: none"> <li>✓ Focused PPG champions in school to lead on PPG and focus on the children's progress and attainment; this will enable children, who may be falling behind, to be identified and children, who may need challenging and extending, to be identified also. The person will also be responsible for liaising with the PPG governor.</li> <li>✓ Specific and personalised intervention delivered by specialist teachers: Catch up Literacy, Speech Link etc.</li> <li>✓ EEF toolkit evidences that opportunities for children to develop an understanding at a mastery level led to accelerated progress. That there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five</li> </ul>	<ul style="list-style-type: none"> <li>✓ Current in house tracking data used to identify key children and to track progress.</li> <li>✓ Rigorous baselines to inform successes and next steps.</li> <li>✓ Termly meetings with the PPG governor to inform of progress and to ensure that staff are feeding back successes and next steps.</li> <li>✓ Target tracker statements used to identify key gaps in learning.</li> <li>✓ Attending PP meetings to ensure they are informed of PPG progress in contrast to their peers.</li> <li>✓ Delivering relevant training to parents to up-skill and ensure there is a confident dialogue between home and school.</li> </ul>

			<p>months' progress over the course of a school year compared to traditional approaches.</p> <ul style="list-style-type: none"> <li>✓ It has been identifying that having a specific person/people to monitor spend; track progress and determine intervention enables the PPG budget to be needs spent. The Education Endowment Foundation's (EEF), which together with the Sutton Trust published the report <a href="#">Pupil Premium: Next Steps</a> (pdf), senior analyst James Richardson says that in order to enable effective use of the budget, school staff need to develop their skills in three essential areas: interpreting pupil data, examining the evidence on what interventions have been shown to work and evaluating the results of pupil premium spending in their school through working with the school governor.</li> <li>✓ OFSTED identified that the best practice, when using the PPG budget, is done through schools allocating their best teachers to teach intervention groups to improve mathematics and English.</li> <li>✓ OFSTED identified that where schools spent the Pupil Premium funding successfully to improve achievement, they ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Weekly meetings between Inclusion Manager and PPG lead teacher to discuss next steps and subsequent enrichment experiences.</li> </ul> <p>To be reviewed in March 2020</p>
C	Emotional Health Service	£1620.00	<ul style="list-style-type: none"> <li>✓ The Emotional Health Service will be providing support or training for PPG parents. They will provide input and support for parent evenings, advising parents on how to effectively respond to behavioural challenges or how to identify the onset of more severe psychological and behavioural problems that may require professional assessment and help. They will deliver specialist training for staff or pupils; providing training programmes for common problems such as a range of anxiety problems, low mood, peer group problems such as bullying, eating problems or disorders, but also for problems related to exam stressors and how to best deal with these. All of their training programmes will include advice on resilience factors and the importance of developing communication skills and a positive and integrative school culture.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Raise awareness of social emotional needs with staff, through staff meetings</li> <li>✓ Supporting parents through parent workshops; delivering key information and strategies.</li> <li>✓ Liaising carefully with the school Inclusion Manager and staff to determine appropriate training in order to directly address areas of need.</li> </ul> <p>To be reviewed March 2020</p>

			<ul style="list-style-type: none"> <li>✓ EEF has identified that, on average, social and emotional learning (SEL) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</li> <li>✓ Although SEL interventions almost always improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</li> <li>✓ SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school.</li> </ul>	
C	School Counsellor	£1998.00	<p>Public Health England published a report for head teachers and school staff outlining the link between pupil health and wellbeing and attainment:  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</a></p> <p>It has been identified that learning social and emotional skills can have a positive impact on pupil attainment. Emotions can support or impede pupils' learning, their academic engagement, work ethic, commitment, and ultimate school success. A number of specific social and emotional competencies have positive effects on academic achievement:</p> <ul style="list-style-type: none"> <li>• pupils who are confident about their learning and who have a 'growth mind-set' (they believe their most basic abilities can be developed through dedication and hard work) persist when faced with challenges</li> </ul>	<ul style="list-style-type: none"> <li>✓ Raise awareness of counselling with staff</li> <li>✓ Ensure leaflets are available in the office</li> <li>✓ Regular review meeting with counsellor</li> <li>✓ Ensure a confident rapport is evident between the counsellor and parents</li> </ul> <p>To be reviewed in March 2020 prior to Easter holidays.</p>

			<ul style="list-style-type: none"> <li>• pupils who can set goals, manage stress and organise their school work achieve higher grades</li> <li>• pupils who use problem-solving skills to overcome obstacles do better academically</li> </ul> <p>OFSTED has identified a strong correlation between schools that achieved a high grade for personal, social, health and economic education (PSHE) and those that were graded outstanding for overall effectiveness.</p> <p>Key evidence</p> <ul style="list-style-type: none"> <li>• an 11% boost in results in standardised achievement tests has been linked to school programmes that directly improve pupils' social and emotional learning</li> <li>• whole-school approaches to social and emotional learning, universally implemented for all pupils, strongly correlate with higher attainment</li> </ul>	
A	Beanstalk Readers	£642.00	<ul style="list-style-type: none"> <li>✓ OFSTED's published paper: 'The Pupil Premium How schools are spending the funding successfully to maximise achievement' identified successful intervention included: <ul style="list-style-type: none"> <li>• Carefully targeted support for specific pupils to improve particular aspects of their skills or knowledge in reading, writing, communication or mathematics.</li> <li>• Intervention which are taught by well-qualified specialist teachers, or well-trained and highly-competent teaching assistants</li> <li>• Interventions which were time limited, not a way of life and linked well to day-to-day teaching</li> </ul> </li> <li>✓ Beanstalk readers is a twice weekly reading intervention, for 30 minutes, focusing on using trained volunteers to provide consistent, one-to-one literacy support to primary school children who need our help. Their trained reading helpers give the children the support they need to improve their reading ability and confidence.</li> </ul>	<ul style="list-style-type: none"> <li>✓ For children to become more engaged in reading.</li> <li>✓ For their confidence to improve and for them to develop a love of reading.</li> <li>✓ For the speed of children's reading to be improved – monitored through the use of EOT assessments and baseline assessments.</li> <li>✓ For the children's comprehension when reading to improve – monitored through the use of EOT assessments and baseline assessments.</li> </ul> <p>To be reviewed March 2020</p>
A/C	Educational Psychologist	£4065.00	<ul style="list-style-type: none"> <li>✓ At present, in Key Stage One, 30% of our children with an identified SEN are also accessing the pupil premium grant (PPG).</li> </ul>	<ul style="list-style-type: none"> <li>✓ EP used for continuous staff development through delivering insets and supporting intervention</li> </ul>

			<ul style="list-style-type: none"> <li>✓ Last year, in our Early Years, 20% of our children with an identified SEN are also accessing the pupil premium grant (PPG).</li> <li>✓ An educational psychologist (EP) is used to support children who may present with a variety additional needs. We will use this service in a variety of ways: <ul style="list-style-type: none"> <li>-To support families who may need further advice at home to support their children.</li> <li>- To conducts assessment to determine a child's area of SEN.</li> <li>-To provide guidance to teaching and support staff around strategies to support specific children.</li> <li>-To deliver interventions to target specific children's needs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ EP used for liaison with the school Inclusion Manager to action plan next steps and children and determine appropriate action/s.</li> <li>✓ EP used to meet with parents and discuss needs and supportive actions.</li> <li>✓ EP to conduct assessments, when appropriate, and use these to determine needs and further support necessary.</li> <li>✓ EP used to conduct training with PPG parents; guiding them around support which can be delivered at home</li> </ul> <p>To be reviewed March 2020</p>
C	Kick mentoring programme		<ul style="list-style-type: none"> <li>✓ Mentoring in education involves pairing young people with an older peer or volunteer, who acts as a positive role model. In general, mentoring aims to build confidence, develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</li> <li>✓ Mentors typically build relationships with young people by meeting with them one to one for about an hour a week over a sustained period, either during school, at the end of the school day, or at weekends.</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓ For children to make progress from the initial goals they set for themselves.</li> <li>✓ For the children's self-image to improve.</li> <li>✓ For the children to feel more secure about their sporting ability and more likely to take risks.</li> </ul> <p>To be reviewed March 2020</p>
C/D	Financial support for visits, school uniform, music lessons	£500.00	<ul style="list-style-type: none"> <li>✓ To ensure all pupils have equal opportunity to attend visits, music classes and other school events.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Children are able to access opportunities which would otherwise be unavailable to them; broadening their experiences.</li> <li>✓ Improved confidence and engagement in curriculum activities.</li> </ul> <p>To be reviewed March 2020</p>
-	School milk	£700.00		

B	Speech link software and resources	£675.00	<p>Research has shown positive outcomes as result of speech link software being deployed in schools:</p> <ul style="list-style-type: none"> <li>• 100% of children who needed to be referred were picked up.</li> <li>• 78.4% of children with identified SLCN no longer needed support at the end of the year.</li> <li>• 35.4% increase in teacher confidence.</li> <li>• 72% of reception classes delivered whole class level interventions as well as small groups.</li> <li>• The children, who took part in the Language Link intervention, made more progress in their ability to follow instructions involving concepts than those in the control group.</li> <li>• Therapist time was targeted to manage children with the most complex difficulties so waiting times for initial assessment for all children in the SALT service is Reduced. This is something important for us as in Richmond we have reduced access to SALT.</li> <li>• No child in the 25 participating schools has an unidentified speech difficulty. This is something important for us as in Richmond we have reduced access to SALT and the capacity for early identification.</li> <li>• School staff are empowered to identify speech difficulties and implement programmes appropriately.</li> <li>• Teaching Assistants have developed additional skills and experience in identifying and supporting children with speech difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>✓ All children, in EYFS, are baselined assessed through the speech link software.</li> <li>✓ PPG children are targeted accordingly with intervention.</li> <li>✓ PPG are tracked termly to determine progress</li> <li>✓ Discussions had with parents so that they can self-refer to the SALT advice line, if further progress is not made.</li> </ul> <p>To be reviewed March 2020</p>
D	Enrichment experiences	£ 1037.00	<ul style="list-style-type: none"> <li>✓ Wide research promotes the benefits of curriculum enrichment to support educational attainment: <a href="https://educationendowmentfoundation.org.uk/school-themes/enrichment/">https://educationendowmentfoundation.org.uk/school-themes/enrichment/</a></li> <li>✓ The EEF state that: “...enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Weekly meetings between Inclusion Manager and PPG lead teacher to discuss next steps and subsequent enrichment experiences.</li> <li>✓ Scheduled time to reflect on experiences and discuss what happened – broadening the curriculum and their language skills.</li> <li>✓ For reception children to undertaken a ‘new experience’ half-termly and discuss this with an adult, to wider their life experiences.</li> <li>✓ For Key Stage One children to undertaken a ‘new experience’ termly and discuss this with an adult, to wider their life experiences.</li> </ul>

			However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in."	
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Review of Expenditure:																																				
Previous Academic Year 2017-18:																																				
Desired Outcome:	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate:	Lesson learned (and whether you will continue with this approach)																																	
Reading progress across Key Stage 1 with a focus on Year 1 phonics.	<p>PPG lead teacher to coordinate:</p> <ul style="list-style-type: none"> <li>-Focus phonics group</li> <li>-Phonics over-learning</li> <li>-Phonics pre-teaching</li> <li>-Catch up Literacy</li> </ul> <p>-Beanstalk readers</p> <p>-Additional Educational Psychologist time – training</p> <p>Additional LSA time:</p> <ul style="list-style-type: none"> <li>-Phonics focus groups</li> <li>-Catch up literacy</li> <li>-Paired reading</li> <li>-Precision Teaching</li> </ul>	<p>In year 1 and 2 reading results:</p> <ul style="list-style-type: none"> <li>• 30% increase amount of PPG children passing the phonics screening assessment.</li> </ul> <p>2017-18: 56% of PPG children passed the phonics screener</p> <p>2018-19: 80% of PPG children passed the phonics screener</p> <ul style="list-style-type: none"> <li>• On average the PPG cohort make 6+ steps progress over the year</li> </ul> <table border="1"> <thead> <tr> <th>Year 1:</th> <th>Reading:</th> <th>Writing:</th> <th>Maths:</th> </tr> </thead> <tbody> <tr> <td>PPG Progress</td> <td>5.5</td> <td>5.5</td> <td>5.5</td> </tr> <tr> <td>Whole cohort progress</td> <td>5.3</td> <td>5.2</td> <td>5.4</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Year 2:</th> <th>Reading:</th> <th>Writing:</th> <th>Maths:</th> </tr> </thead> <tbody> <tr> <td>PPG Progress</td> <td>5.5</td> <td>5.7</td> <td>5.8</td> </tr> <tr> <td>Whole cohort progress</td> <td>5.8</td> <td>5.7</td> <td>5.7</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Over 80% of PPG in year 1 and 2 make good progress in their reading.</li> </ul> <table border="1"> <thead> <tr> <th>Reading</th> <th>Year 1:</th> <th>Year 2:</th> </tr> </thead> <tbody> <tr> <td>PPG making 6 steps progress:</td> <td>46.7%</td> <td>50%</td> </tr> <tr> <td>Whole cohort making 6 steps progress:</td> <td>34.3%</td> <td>78.6%</td> </tr> </tbody> </table>	Year 1:	Reading:	Writing:	Maths:	PPG Progress	5.5	5.5	5.5	Whole cohort progress	5.3	5.2	5.4	Year 2:	Reading:	Writing:	Maths:	PPG Progress	5.5	5.7	5.8	Whole cohort progress	5.8	5.7	5.7	Reading	Year 1:	Year 2:	PPG making 6 steps progress:	46.7%	50%	Whole cohort making 6 steps progress:	34.3%	78.6%	<p>-In Year 1, PPG children have made accelerated progress comparative to their peers in all curriculum areas.</p> <p>-Comparative to 2017-18:</p> <ul style="list-style-type: none"> <li>✓ Year 1 cohort reading: 4.9</li> <li>✓ PPG cohort reading: 5.1</li> <li>✓ Year 1 cohort writing: 4.9</li> <li>✓ PPG cohort writing: 4.9</li> <li>✓ Year 1 cohort maths: 4.9</li> <li>✓ PPG cohort maths: 5</li> </ul> <p>This is accelerated progress.</p> <p>-In Year 2, PPG children have made equivalent progress to their peers in writing.</p> <p>-In Year 2, PPG children have made slightly less progress than their peers in reading.</p> <p>-Comparative to 2017-18:</p> <ul style="list-style-type: none"> <li>✓ Year 2 cohort reading: 6.6</li> <li>✓ PPG cohort reading: 6.3</li> <li>✓ Year 2 cohort writing: 6.1</li> <li>✓ PPG cohort writing: 5.7</li> <li>✓ Year 2 cohort maths: 6.3</li> <li>✓ PPG cohort maths: 6.2</li> </ul> <p>-The 2018-19 figures are more in line with whole-cohort expectations.</p>
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			<p><b>FOCUS:</b> In year 1 and 2 writing results:</p> <p>Year 2 PPPG data 2019-20: 80% expected in writing</p> <p>Year 1 PPPG data 2019-20: 80% expected in writing</p> <p>Year 1 PPPG progress data 2019-20: 6 points in writing</p> <p>Year 2 PPPG progress data 2019-20: 6 points in writing</p>
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Desired Outcome:	Chosen action/approach	Estimated impact:	Lesson learned (and whether you will continue with this approach)
Attainment in writing for all pupils and closing the gap between reading and writing attainment	<p>PPG lead teacher to coordinate:</p> <ul style="list-style-type: none"> <li>-Focus phonics group</li> <li>-Phonics over-learning</li> <li>-Phonics pre-teaching</li> <li>-Catch up Literacy</li> </ul> <p>-Beanstalk readers</p> <p>-Additional Educational Psychologist time – training</p> <p>Additional LSA time:</p> <ul style="list-style-type: none"> <li>-Phonics focus groups</li> <li>-Catch up literacy</li> <li>-Paired reading</li> </ul>	<p>Writing results:</p> <ul style="list-style-type: none"> <li>• 30% increase in the number of PPG pupils achieving national expectation at end of year 2.</li> </ul> <p>2017-18: 46% of PPG children achieved the expected standard in writing 2018-19: 43% of PPG children achieved the expected standard in writing</p> <ul style="list-style-type: none"> <li>• On average the PPG cohort make 6+ steps progress over the year</li> </ul>	<p>-In Year 1, the PPG cohort have made better progress comparative to their peers.</p> <p>-In Year 2, the PPPG children have not made enough progress comparative to their peers and did not meet the expected 70%. This will need to be a focus for next year.</p> <p>-End of KS1 data shows a similar level of children reaching expected standards to previous year = 43%</p>

-Precision Teaching  
Reflection mentoring time

	Writing: Non-PPG progress:	Writing: PPG progress:
Yr1	5.2	5.5
Yr2	5.7	5.7

- Over 70% of non-SEND PPG pupils make good progress in writing.

	PPPG reaching age- expectation:	Non-PPG reaching age- expectation:
Yr1	66.7%	66%
Yr2	75.7%	40%

**FOCUS:**

-Year 2 PPPG data in writing, this will need to be a focus for next year. PPG lead teacher to work on reflection mentoring with these children. X2 weekly, 3 children each term.  
Yr2 2018-19- PPPG = 43% expected in writing  
Yr2 2018-19- Cohort = 75.7% expected in writing  
Yr1 2018-19- PPPG progress: 5.5  
Yr1 2018-19- Cohort: 5.2

**DESIRED OUTCOME 2019-20:**

Raise attainment and progress in writing for PPPG pupils in Year 1 and 2

**SUCCESS CRITERIA:**

Year 2 PPPG data 2019-20:  
80% expected in writing

Year 1 PPPG data 2019-20:  
80% expected in writing

Year 1 PPPG progress data 2019-20:  
6 points in writing

Year 2 PPPG progress data 2019-20:  
6 points in writing

Desired Outcome:	Chosen action/approach	Estimated impact:	Lesson learned (and whether you will continue with this approach)
Low levels of self-esteem, lack of parental understanding around anxiety and the impact it can have on children's learning.	Emotional Health Service/ Child & Young People Wellbeing Service  Additional Educational Psychologist time  Counsellor  TA delivering ELSA	-All EHS workshops attended by between 15-30 parents.  -ZOR Educational Psychologist workshop attended by 35+ parents  - PPG lead providing further support for PPG parents – TAC meetings; playground interactions; letters to inform interventions and email correspondence.  -Educational Psychologist worked with 1 PPG pupil to ensure he received the necessary support through and EHCP.  -'Child & Young People Wellbeing Service' accessed by 1 PPG parent to support children's anxiety and behaviour at home.  -Counsellor worked with 3 PPG families; resulting in improved engagement with school generally.	Further training to be offered to ALL parents next year; as this allows all parents, alongside PPG, to access support.  PPG information to be shared at curriculum evening/s – leaflets etc as applicable.  An increase in EP hours is need in order to reach the most vulnerable children/families.  <b>FOCUS:</b>  -Further training to be organised through the emotional health service; up-skilling parents and offering sessions to promote inclusive practise. -Additional EP time allocated -Further specific intervention for children with SEMH needs e.g. Kick Mentoring

Desired Outcome:	Chosen action/approach	Estimated impact:	Lesson learned (and whether you will continue with this approach)
Reduction in persistent absence and unauthorised absence for PP and FSM	Monitoring of half termly attendance to identify persistent absentee's -Whole school focus on raising attendance	-School office, EWO and PPG lead to liaise half termly recoding attendance figures and identifying persistent absentee's -Regular EWO contact to discuss persistent absentee's -Class teachers to be informed of any EWO involvement	<b>FOCUS:</b> PPG attendance does not need to be a focus for the new academic year. Av. PPG attendance = 93.06%  1 child with <90% attendance has a health-related EHCP

