

All Saints CE (A) Primary School

Pupil Premium Strategy – 2019-2020

This Pupil Premium Strategy 2019 – 2020 is subject to change. We have built in the flexibility to make adjustments as we measure the progress children are making, evaluate their needs and measure the impact of the approaches taken.

1. Summary Statement					
School	All Saints CE (A) Primary School				
Academic Year	2019-2020	Total PP Budget	£46.080	Date of most recent PP review (external)	February 2019
Total number of pupils	416	Number of pupils eligible for PP	38 (11%) (+4 Service PP)	Date of next internal review of this strategy	September 2020
2. Final Data 2018-2019 Year 6					
				Pupils eligible for PP (All Saints)	Pupils not eligible for PP (National Average)
% achieving age related expectations or above in reading, writing and maths					
progress score in reading for pupils eligible for PP					
progress score in writing for pupils eligible for PP					
progress score in maths for pupils eligible for PP					
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A	Limited cultural capital leads to limited experiences and poor vocabulary breath. This impacts attainment across the school in all subjects. <i>Across school ARE gap in Reading – 23%. Writing -24%, Maths -33%</i>				
B	Specific social and emotional skills and family circumstances are impacting attainment and progress.				
C	Limited access to activities and experiences, parent/carer engagement, low aspirations and expectations and inconsistent attendance are having a detrimental effect on pupil attainment. <i>Attainment gap in all subjects when comparing children in receipt of Pupil Premium and their non-Pupil Premium peers across the school.</i>				
External Barriers (issues which also require action outside school, such as low attendance rates)					
D	Attendance and arriving late. 2018 – 2019 pupil premium attendance 95.53%.				
E	Parental engagement and attitudes towards school/ staff.				
F	Parents do not always have the skills, understanding or resources to support their child at home.				
4. Desired Outcomes (specific outcomes and how they will be measured) - cohort targets determined using school data for disadvantaged pupils					
A	Robust leadership systems are in place to ensure PP leadership is distributive and empowers teachers to deliver quality first teaching.				
B	Increased attainment in writing for children in receipt of Pupil Premium so that achievement is in line with national average and the in school gap between PP and non PP narrows.				
C	Increased attainment in reading for children in receipt of Pupil Premium so that achievement is in line with national average and the in school gap between PP and non PP narrows.				
D	Increased attainment in maths for children in receipt of Pupil Premium so that achievement is in line with national average and the in school gap between PP and non PP narrows.				
E	To support parental engagement and provide targeted support to remove social and emotional barriers to learning, raise aspiration and encourage parents to support their child at home; leading to improved attainment and narrowing of in school gap.				
F	To improve PP attendance to 97% and minimise lateness for children in receipt of PP so that they are present in school and attain/ progress well from their starting points.				
5. Planned Expenditure 2019-2020					

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A- Led by Lucy Faulkner								
Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review date	RAG		
						1	2	3
Robust leadership systems are in place to engage and empower teachers to deliver quality first teaching.	Pupil Premium launch meeting to raise awareness of PP and increase accountability.	Raise profile of PP- ensure all staff are aware. Individual barriers and provision identified.	All staff know PP children. Provision is in place to support progress.	Lucy Faulkner	October			
	Teachers to complete class overview for their PP learners.	Individual support and identification of barriers leads to effective provision and deployment of resources.	Provision is in place for learners with PP appropriate to learning barriers.	Teachers	October 9 th			
	PP leader to meet teachers after each assessment point for a PP Progress meeting to discuss impact and actions.	All staff are aware of children's progress and where there is underperformance. Action can be taken to address this.	Teaching assessment shows positive impact of provision. Accelerated progress.	Lucy Faulkner	X3 per year, January, April and July			
	Provide access to all leaders for Hello Data	Leaders know impact, successes and weaknesses for PP children. Action can be taken by leaders.	All leaders are accessing Hello Data and reporting on impact for their areas.	Lisa Robinson	October			
	Lesson drop ins to replace planned observations	Quality of education monitored accurately by leaders. Improve quality first teaching- training opportunities planned to improve.	Teachers are given clear feedback to improve their practice. The quality of teaching and learning remains consistently strong.	Lucy Faulkner	X3 per year October February June			
	Teaching assistants to also be observed and given written feedback throughout	Maximising the impact of Teaching assistants (EEF project) - feedback to individual TAs will develop practice and improve outcomes for children.	TAS are given clear feedback to improve their practice. TA support is of high quality to move learning forward.	Alison Martin	March			
	Teachers to participate in work looks with senior leaders	Quality professional dialogue improved practice.	Teachers are involved in high quality dialogue about children's learning. Work shows strong progress.	Lucy Faulkner	X3 per year October/ November			
	After data analysis, PP team meet to direct support and provision	To support communication. To ensure action is taken to respond to individual needs. To review and monitor impact.	Rapid action is taken to address weak progress.	Lucy Faulkner	Sep 2019, January, April, July 2020			
Total Budgeted Cost £2000								
Actual spend £2000								
IMPACT <ul style="list-style-type: none"> Staff meeting took place in Spring term (all staff were invited) to raise awareness of PP and look at individual barriers to progress/ attainment. This led to class overviews being completed and a whole school needs analysis taking place. This identified whole school needs and ensured that future PP planning matches needs of individuals in school. Class overviews worked well- Pupil Premium Leader met with all teachers in the Spring term and a needs analysis was completed. This is a strategy which All Saints would continue to ensure teachers are accountable for their PP pupil progress and their needs are identified and planned for. 								

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- Lesson drop-ins happened twice throughout the year. Teachers did not know when a member of SLT was going to drop in which allowed SLT to observe usual practice. The final cycle of drop-ins were affected by Covid lockdown.
- Pupil Premium lead/ AM observed TAs and gave written feedback to develop their practice.
- Work looks were planned for with teachers joining SLT to look through work. This was very positively received and allowed a high level of professional dialogue. SLT agree that this approach will be continued if possible.
- Inclusion team meetings took place across the year which enabled PP leader/ Family – school partnership worker and SENCO to discuss individual’s needs and necessary action. These meetings were often interrupted or cancelled due to staff absence and the need for SLT to cover classes. They need to take place weekly or at least fortnightly for maximum impact.

B- Led by Mel Barrett and Emily Powell (MB, EP)								
Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review date	RAG		
						1	2	3
<p>Increased attainment in writing for children in receipt of Pupil Premium so that children in receipt of PP achieve in line with national average attainment.</p> <p>The outcomes below will be achieved. % ARE - PP children only Writing</p>	Piece of writing from previous year to be stuck in books at the start of the year	High expectations to be held from the start of the year.	Children make progress from their starting point at the end of July 2019).	Mel Barrett	September			
	English lessons to be planned using text drivers. Staff meeting to remind staff of need for clear Audience/ Purpose.	Staff need reminding of need for Audience/ Purpose. Rich texts lead to rich and broad learning opportunities.	Children know the purpose and audience. Writing outcome targets will be met.	MB/ EP	September			
	Enriching writing opportunities e.g. writer visits, poetry performances.	To raise aspirations and get children excited to write.	Children enjoy writing and are motivated and engaged in learning.	MB/ EP	Ongoing			
	Phonics training, led by external Literacy consultant, to improve teacher subject knowledge in KS2. Teachers to ensure spelling is taught and planned for.	Literacy consultant found gaps in phonics across KS2 which was holding back writing progress. EEF shows phonics to accelerate progress.	All KS2 teachers are clear on how to support phonics and spelling across KS2. Writing outcome targets will be met.	MB/ EP	Three times per year, January, April and July			
	Scaffolding tools introduced and used across school.	PP training course 2018 showed importance of consistent resources.	Scaffolding tools are being used. Writing outcome targets will be met.	MB/ EP	December			
	Staff training in Tier 1, 2 and 3 vocab. Vocabulary rich learning opportunities to be planned	‘Mind the Gap’ by Alex Quigley shows the importance of specific vocabulary teaching to improve outcomes.	Children understand vocabulary to enable learning. Writing outcome targets will be met.	MB/ EP	March			
	Teachers to slow the writing process down for some children with a focus on quality not quantity.	Pupil Premium review Feb 2019 showed that some PP learners were writing quantity but not quality work.	Children are taking the time to write and focus on quality. Progress for writing is good + evident in work.	MB/ EP	Ongoing			
	Helicopter stories to be consistently planned for weekly in EYFS.	Early Years staff attended training to inspire creative writing so children see themselves as a writer.	Helicopter stories each week. Children are engaged in writing and enjoy it. Outcomes in writing are good.	Lucy Faulkner	Weekly			

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Year 2- 100%	Teachers in Year 2, 5 and 6 (due to data trends) to be released weekly to provide 1:1 tutorials	EEF shows +8 months for feedback and +5 for 1:1 tuition. Teachers have quality time to give 1:1 feedback and tuition.	PP children benefit from quality teacher support. Writing outcome targets will be met.	Lucy Faulkner	Ongoing		
Year 3- 100%	Teaching assistant to work with targeted children (in and out of class) to assess gaps in writing and improve outcomes in Year 5.	EEF shows strong impact of tuition and targeted support.	Writing outcome targets will be met.	Lucy Faulkner	Ongoing		
Year 4- 86%							
Year 5- 67%							
Year 6- 63%							

Total Budgeted Cost £9000

Actual spend £9000

IMPACT

- Piece of work from previous year was stuck into English books which showed new teachers the expectation and enabled progress to be measured. This worked well and we will continue this.
- All staff are aware of the need to plan for the audience and purpose in writing. New learning journey planning introduced across the school and lesson monitoring showed that this was being used well by the Spring term.
- Scaffolding tools were introduced to all year groups. Lesson monitoring showed these being used well in some year groups but not with consistently positive impact. However, scaffolding was in place in all lesson monitoring.
- Tutorials took place in Years 2, 5 and 6. Impact was observed in all year groups through formative teacher assessment each week. However, tutorials were having most impact in Years 2 and 6 therefore this continued until Spring term (where lockdown started and they ceased). Impact could not be measured through data due to Covid lockdown.
- Teaching assistants worked with targeted children in Year 5. Impact observed in formative assessment and provision analysis however at a high cost.

C- Led by Emily Powell and Mel Barrett (EP and MB)

Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review date	RAG		
						1	2	3
Increased attainment in reading for children in receipt of Pupil Premium so that children in receipt of PP achieve in line with national average attainment.	Re-vamp book swap boxes.	To enable all children to have access with quality reading material. To improve the reading culture across the school and ensure all children have access to books.	All children are aware of book swap boxes. Children and parents are using these.	MB/ EP	December			
	Weekly library group to support reading engagement and enjoyment.	To build links with the community library for wider reading opportunities. Children sign up to a library card so they can use the library again.	Children are excited to read. Children read regularly in and out of school. Group shows impact in data outcomes.	Viki Pappariades	April 2020			
	EYFS language screening tool (Welcomme) to be used.	Early Years language can predict future academic success and reading ability.	Language screening tool is used. This leads to early identification and intervention to improve language levels.	Jane Tallman				

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<p>The outcomes below will be achieved.</p> <p><i>% ARE - PP children only</i></p> <p>Reading</p> <p>Targets for July 2020</p> <p>Year 1 67%</p> <p>Year 2 100%</p> <p>Year 4 100%</p> <p>Year 4 86%</p> <p>Year 5 67%</p> <p>Year 6 63%</p>	<p>ARCH reader support to target PP children and support progress.</p>	<p>Regular reading practise can improve reading accuracy.</p>	<p>ARCH reader support shows accelerated progress from starting point (reading ages).</p>	<p>MB/ EP</p>				
	<p>EYFS targeted reading and direct work with PP children to support accelerated progress (e.g. daily reading)</p>	<p>Regular reading practise can improve reading accuracy.</p>	<p>PP children are read with x2 per week. Books are changed regularly. Reading outcomes are good.</p>	<p>Jane Tallman</p>				
	<p>Teaching assistant to work with targeted children (in and out of class) to assess gaps in reading. Teaching g and improve outcomes in Year 5.</p>	<p>EEF shows strong impact of tuition and targeted support.</p>	<p>PP children benefit from quality support. Tutorials show impact on learning and outcomes in writing.</p>	<p>Lucy Faulkner</p>	<p>Ongoing</p>			
	<p>Small world resources purchased for EYFS to enable increased language and communication. £500</p>	<p>Need assessment shows that communication and language is a barrier to achievement. Resources to develop language (role play and small world) are lacking.</p>	<p>PP children are using resources well. Children are developing their language. They are achieving well in CLL and reading/ writing.</p>	<p>Jane Tallman</p>	<p>December</p>			
	<p>Specific intervention as needed. (EMI)</p>	<p>EEF shows strong impact of tuition and targeted support.</p>	<p>Interventions will show accelerated progress.</p>	<p>Alison Martin</p>				
	<p>Purchasing resources to support presentation of books for reading environment</p>	<p>Promoting a love of reading- key in Ofsted framework and for successful learners.</p>	<p>Reading environment has improved. All classes have books on display.</p>	<p>Lucy Faulkner</p>	<p>£100</p>			
<p>Author visit on world book day to enthuse and inspire children.</p> <p>Funding for individuals to purchase books at book fair.</p>	<p>Promoting a love of reading- key in Ofsted framework and for successful learners.</p>	<p>children inspired to read. Children purchase books from book fair and use book swap books to read quality texts,.</p>						
<p>Total Budgeted Cost £5000</p>								
<p>Actual spend £5080</p>								
<p>IMPACT</p> <ul style="list-style-type: none"> ● Book swap boxes used in all year groups but with inconsistent impact. ● Wellcome language screening tool led to quick identification of language needs and provision planned for. Positive impact in children's assessment (spring term). ● ARCH reader worked with children in Year 2 under direction of teacher. Impact not tracked due to Covid lockdown. ● Resources purchased for EYFS to support individual needs from class analysis. No data or measurable impact due to Covid lockdown. ● Author visits arranged and assemblies led. Impact observed through children's engagement. 								

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D- Led by Hania Myers and Marcus Grant (HM, MG)								
Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review date	RAG		
						1	2	3
<p>Increased attainment in maths for children in receipt of Pupil Premium so that children in receipt of PP achieve in line with national average attainment.</p> <p>The outcomes below will be achieved.</p> <p><i>% ARE - PP children only</i></p> <p>Maths</p> <p>Targets for July 2020</p> <p>Year 1 67%</p> <p>Year 2 100%</p> <p>Year 3 100%</p> <p>Year 4 83%</p> <p>Year 5 100%</p> <p>Year 6 63%</p>	All lessons to be planned to teach specific vocabulary.	'Mind the Gap' by Alex Quigley shows the importance of specific vocabulary teaching to improve outcomes.	Vocabulary is taught in all maths lessons. Children understand key vocabulary.	HM/ MG	July 2020			
	Adults to provide targeted support in lessons to target gaps in attainment. Maths leads to monitor closely in learning walks.	EEF shows small group tuition to be effective (+4 months)	Adults target key children in class to close gaps in learning.	HM/ MG	Ongoing			
	Same day intervention for maths to continue every afternoon with a focus on PP. SLT to monitor closely to review impact.	Children given immediate support to address misconceptions.	Same Day Intervention leads to progress in maths. Learning gaps are identified and closed rapidly. Maths outcomes strong.	HM/ MG	Ongoing			
	Contact parents of disadvantaged children who are underachieving in maths and invite in to share resources and games that may help at home. Maths packs to be made and shared with PP families where needed.	Some parents of PP learners do not feel confident to support maths at home. Parental aspiration and attitude towards maths is proven to link to children's attainment.	Parents feel that they have the resources they need to support children. Outcomes in maths are strong.	Lucy Faulkner	December 2019			
	Set up homework club/ support; parents and child together along with school staff.	Some parents of PP learners do not feel confident to support maths at home.	All PP learner's complete maths homework which improves outcomes in maths. Parents feel more confident to support with homework.	Viki Papparides	July 2020			
	Teachers in Year 2, 5 and 6 to be released weekly to provide 1:1 tutorial to enable individual feedback and teaching to improve writing outcomes. <i>Feedback form to be completed and monitored.</i>	EEF shows +8 months for feedback and +5 for 1:1 tuition. Teachers have quality time to give 1:1 feedback and tuition. ()	Teachers use targeted time to address misconceptions and close learning gaps. Children make good progress n maths.	Lucy Faulkner	Jan, April and July 2020			
	Teaching assistant to work with targeted children (in and out of class) to assess gaps in writing and improve outcomes in Year 5.	EEF shows that targeted support can accelerate progress.	Teachers use targeted time to address misconceptions and close learning gaps. Children make good progress n maths.	Lucy Faulkner	Jan, April and July 2020			
Total Budgeted Cost £8000								
Actual spend £8000								
IMPACT								
<ul style="list-style-type: none"> Vocabulary training led by maths leads. Lesson monitoring showed a focus on vocabulary. 								

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- Targeted support provided in lessons from adults. Progress meetings allowed staff to have a clear focus on children who are underperforming and to plan to support in lessons. Lesson monitoring showed that most adults knew who the target children were and provision was planned for.
- Homework club established and led by School and Family Partnership worker/ Pupil Premium lead. It was well attended and teachers were sending children to the club for support.
- Tutorials took place in Years 2, 5 and 6. Impact was observed in all year groups through formative teacher assessment each week. However, tutorials were having most impact in Years 2 and 6 therefore this continued until Spring term (where lockdown started and they ceased). Impact could not be measured through data due to Covid lockdown.
- Teaching assistants worked with targeted children in Year 5. Impact observed in formative assessment and provision analysis however at a high cost.

E- Led by Lucy Faulkner								
Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review date	RAG		
						R	A	G
To support parental engagement and provide targeted support to remove social and emotional barriers to learning, raise aspiration and encourage parents to support their child at home; leading to improved	PP lead to send letters to all PP families and to meet with targeted PP families. Use parent/carer voice to identify steps towards raising aspirations in children.	To build good communication and rapport between home/ school. PP families can feel that school is an unapproachable, threatening place.	All PP families have been met with or spoken to so they know who the PP lead is and they have a chance to suggest ideas to support their child further.	Lucy Faulkner	January 2020			
	EYFS to target PSED which has been identified as a barrier to attainment. EYFS to focus on nurture and enrichment.	PSED is a barrier to achieving GLD in Early Years.	PSED outcomes improve in EYFS.	Jane Tallman	July 2020			
	Increased presence of PP team and all senior leaders (class assemblies, workshops and school events, start and end of school).	EEF Toolkit shows that parental engagement is consistently associated with pupils' success at school	Parents communicate with the school if they have concerns/ questions.	Lucy Faulkner	July 2020			
	Change language of 'Parent Teacher Interviews' to 'Parents Evening' Leaders to meet and greet parents on entry to school.	PP families can feel that school is an unapproachable, threatening place. Language of Parent Teacher Interviews may be intimidating.	100% PP families meet with the class teacher to hear how their child is doing with their learning.	Lucy Faulkner	November and April			
	All PP families to meet with teacher for a parent evening meeting. Deputy SENCO to support with home visits if necessary.	Parents attendance at PTIs results in them being informed about their child's learning. EEF shows parental engagement to have impact on progress.	100% PP families meet with the class teacher to hear how their child is doing with their learning.	Viki Papparides	November and April			
	Deputy SENCO to work with vulnerable and / or underperforming children/ families.	Individual barriers to learning can be identified. Families in hardship/ facing challenging situations are supported-improving life chances.	PP children achieve well. Communication between home/ school is strong. Parents feel listened to (survey).	Viki Papparides	July 2020			

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attainment and narrowing of in school gap.	Provide support for attendance on residential trips, school visits and extra-curricular clubs.	Children can engage in social and emotional learning opportunities (EEF shows effective). All children given fair chance despite financial barriers.	PP children attend trips, residential trips and school clubs where they would like to.	Viki Papparides	July 2020			
	Online calendar to improve sharing of information with parents through the School Jotter app and website.	EEF Toolkit shows that parental engagement is consistently associated with pupils' success at school	Parents know what is happening in and around the school.	Lucy Faulkner	July 2020			
	Enrichment group to focus on communication and social skills and cultural capital. Enrichment activities/ visitors to be planned for.	Needs analysis from school show this as a need. Pupil Voice identify a need for social intervention in KS2.	Children feel happy at school and have friends. Children are given wider opportunities.	Lucy Faulkner	Jan 2020			
	Digital leader and school librarians to be given additional responsibility.	To raise confidence, aspiration and sense of belonging/ responsibility.	Children are enjoying responsibility of their role. Children are increasing confidence.					
	Breakfast snacks purchased to support vulnerable family. Fruit bar tokens provided.	To ensure children have basic needs met.	Children have food and are able to concentrate.					

Total Budgeted Cost £17,080

Actual spend £17,000

IMPACT

- PP letters sent to all families and follow up discussions took place.
- PP team made an increased effort to be more visible but this can be challenging
- Parent evening language changed. Parents evening worked really well with parents entering through the main school office and being greeted by staff. Feedback was really positive. There was a welcoming atmosphere and we offered tea and coffee which was well received.
- Enrichment activities were planned (Christmas cards, posting letters) and Digital leaders worked well along with school librarian responsibility. Impact difficult to measure.
- Children used breakfast snacks and this supported their learning and concentration.

F- Led by Lucy Faulkner

Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review date	RAG		
To improve pp attendance	Introduce new attendance policy. Ensure staff and families are all clear on this policy.	Attendance of individual children is tracked. Regular attendance improved achievement.	All staff and parents/ families are clear on the new policy and approaches.	Lucy Faulkner	September 2020			

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to 97% and minimise lateness for children in receipt of PP so that they are present in school and attain/ progress well from their starting points.	Introduce attendance reward systems across the school.	Attendance to be celebrated- good attendance is promoted. Regular attendance improved achievement.	Attendance rewards established. PP attendance is 97% or above. Good attendance leads to narrowing attainment gap between PP / Non PP.	Viki Papparides	October 2020		
	Attendance team to meet every month to discuss attendance data and trends.	Tracked attendance. There is a link between parental engagement and attendance.	PP attendance is 97% or above. Good attendance leads to narrowing of in school gap between PP / Non PP.	Lucy Faulkner	Monthly in attendance meetings.		
	Staff to monitor lateness and be visible at the school doors to challenge lateness.	Lateness can be identified quickly and action taken.	Lateness is minimal for PP children. Incidents of late are followed up.	Lucy Faulkner	Monthly		
	Produce a monthly individual absentee report showing lateness of PP eligible children.	Lateness can be identified quickly and action taken.	Lateness is minimal for PP children. Incidents of late are followed up.	Viki Papparides	Monthly in attendance meetings.		
	Deputy SENCo/ DH to engage with families of identified children to discuss reasons for absence and agree a way forward.	Parents can be supported to get their child to school. Regular attendance improved achievement.	PP attendance is 97% or above. Good attendance leads to narrowing of in school gap between PP / Non PP.	Lucy Faulkner	Monthly in attendance meetings.		
	Letters to be sent home termly for all children below 97% attendance Term 1- 90%	Consistent message is sent to parents. Regular attendance improved achievement.	PP attendance is 97% or above. Good attendance leads to narrowing of in school gap between PP / Non PP.	Lucy Faulkner	Monthly in attendance meetings.		
	Where attendance is a concern, action is taken immediately.	Consistent message is sent to parents. Regular attendance improved achievement.	PP attendance is 97% or above. Good attendance leads to narrowing of in school gap between PP / Non PP.	Lucy Faulkner	Monthly in attendance meetings.		
	After school and breakfast club- Funded places according to need.	To provide opportunities for social interaction. To help families get to school on time.	Children are in school on time and enjoy breakfast/ after school club.	Lucy Faulkner	July 2020		
Total Budgeted Cost £5000							
Actual spend £5000							
IMPACT							
<ul style="list-style-type: none"> ● Attendance systems are now clear and robust. New school administrator has a clear understanding of these and participated in attendance meetings. ● Attendance of PP children is still very slightly below non PP children. Spring 2020: PP- 94.76% non PP- 96.16% ● Awareness of attendance has increased and all staff are aware of this as a safeguarding priority. ● Parent awareness of good attendance has increased. Letters sent home each term allowed good discussions and follow up with some families. 							