

Pupil premium strategy statement 2022-23

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This statement details our school's use of premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Castle Academy	Castle Academy
Number of pupils in school	455 – including nursery
Proportion (%) of pupil premium eligible pupils	72 children 16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	1st September 2022
Date on which it will be reviewed	1st September 2023
Statement authorised by	Mrs Zoe McIntyre (Executive Head) Mr Dan Lugg (Head of School)
Pupil premium lead	Mrs Zoe McIntyre Mr Dan Lugg
Governor / Trustee lead	Mrs Claudia Wade

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,260

Part A: Pupil premium strategy plan

Statement of intent

At Castle Academy, we are a school which prides itself on its inclusive approach, high expectations and our supportive learning environment.

When creating our Pupil Premium Strategy we recognise the importance of considering the context of the school and the subsequent challenges faced. We will use research conducted by the EEF to support decisions made around the usefulness and implementation of different strategies and their value for money.

Common barriers to learning for disadvantaged students can include weak language and communication skills, less support at home, lack of confidence, attendance and punctuality issues and more frequent behaviour issues. There may be complex situations that prevent children from flourishing. We recognise that the challenges are varied and there is no 'one size fits all'.

As recognised by the EEF, we acknowledge that 'good teaching' is the most important tool schools have to improve outcomes for disadvantaged students' and we intend to focus heavily on developing quality of teaching through focused CPD of teachers and strong recruitment processes.

The key principles of our strategy:

- Promote an ethos of attainment for all
- Individualised approach to address barriers
- High quality teaching
- Focus on outcomes for individuals
- Decisions based on data and respond to evidence.
- Clear, responsive leadership setting high aspirations and responsibility for raising attainment to all staff

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to make or exceed nationally expected progress rates.
- For all disadvantaged students to have attendance of around national average of all students (96%).
- To provide opportunities to ensure that all disadvantaged students engage in the wider curriculum and enrichment opportunities.

- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support and pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	A high percentage of pupils start school with little or no English.
2	Children have limited experiences; many pupils may need support with their learning. Ensuring PP students engage with wider curricular and enrichment opportunities.
3	SEMH needs – SEMH difficulties for some children, which impacts on their ability to access the curriculum fully.
4	Difficulties engaging some families, in particular year groups lower down the school.
5	Narrowing the attainment gap across Reading, Writing and Maths
6	Consistently high-quality teaching in all classrooms.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>All PP children make improved rates of progress, including those disadvantaged pupils with English as an additional language.</p>	<p>All interventions are appropriate to identified needs and are having a positive impact on attainment and progress. These interventions are reviewed by the class teacher and the leadership team. Interventions address gaps in learning and enable pupils to 'catch up'. Disadvantaged pupils make expected or better progress to individual targets, especially pupils within vulnerable groups.</p>
<p>To identify the interests of all PP pupils so that appropriate enrichment opportunities are provided, contributing to improving mental health and wellbeing, resulting in pupils developing and maintaining positive learning behaviours.</p>	<p>Teachers will address pupils' interests in September, these will be shared with SLT. Plans in place to ensure enrichment opportunities to take place for all children. Pupil voice is used to identify the appropriateness of activity and intervention and the impact on pupils' wellbeing.</p>
<p>Identify gaps in learning and plan and deliver appropriate interventions, ensuring that pupils are targeted who are not on track to target.</p>	<p>Accelerated progress through targeted intervention and quality first teaching. Assessments identify gaps and inform future planning. Teachers monitor progress closely and adapt teaching and interventions. Teachers promote the school's values and the new behaviour policy so that pupils experience positive transitions and a sense of wellbeing and belonging. Pupils have access to enrichment opportunities.</p>
<p>Increased attendance at school meetings, inclusive of EHA meetings, health meetings, external agency meetings (Target Autism, EP, Jogo etc), IEP meetings, safeguarding meetings. To show positive engagement in other school activities during the year.</p>	<p>Letters and emails to be sent out with plenty of notice, enabling attendance to increase. Slips handed out at the gates on the day of events. Identified families receive individualised invites to events through form of a letter or calls home. Teachers are proactive in communicating with the parents and follow up with parents. Positive reminders in place and staff are proactive in doing this. Staff are aware of barriers to engagement and find ways to address these. Teachers ensure that parents are notified using the proforma, relating to lack of engagement.</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35,086

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality first teaching leads to pupils making expected or better progress from their starting points.</i>	Quality first teaching uses newly developed curriculum planning and resources has an increased impact on engagement and the motivation to learn, resulting in pupils making sufficient and sustained progress.	1, 5, 6
<i>Aspirational pupil premium targets set using FFT. Staff identified to deliver interventions so that pupils achieve their targets.</i>	Individual targets are set using FFT.	1, 5, 6
<i>Training for staff of a DfE validated Systematic Synthetic Phonics programme (RWI) to secure stronger phonics teaching for all pupils.</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 5, 6
<i>Ensure quality of feedback for PP children is purposeful and progressive and addresses the fundamentals</i>	Revised Feedback policy to be shared and implemented by new staff. Visit from consultants to support development of teaching and learning and how to support disadvantaged pupils. Children are engaging with the feedback provided. Teachers check in with PP pupils during the lesson to ensure learning is progressing. Feedback is timely and regular to address individual areas of successes and areas to further develop.	1, 5, 6
<i>Staff training programmes and</i>	Providing staff training in and resourcing for highly effective English	1, 3, 5, 6

<p><i>support with provision for PP pupils</i></p>	<p>programmes will enable quality teaching in all aspects of English, enabling PP pupils to access quality provision. Teachers are equipped to deliver maths lessons to enhance mathematical skills. All teachers use Edukey effectively, where interventions will be recorded and monitored for impact. All teaching assistants are utilising Edukey. Whole school staff meetings to share updates and guidance on current disadvantaged pupils. Working parties develop subject expertise.</p>	
<p><i>Ensure all classes provide a rich stimulation and provision of language/vocabulary stimuli.</i></p>	<p>Children will have access to appropriate resources to enable them to access the curriculum as best as possible. Widget used to enable communication of those pupils who are pupil premium and SEND.</p>	<p>1, 5, 6</p>
<p><i>Inform teachers and provide support where pupils are disadvantaged, including those who share multi-vulnerabilities.</i></p>	<p>All staff will have a good understanding of the needs of pupils and will therefore be able to cater for their needs effectively (highly effective personalised learning). Through transition, teachers receiving a cohort will have a good knowledge of children and any vulnerabilities associated.</p>	<p>1, 3, 5, 6</p>
<p><i>Specific language programme (Chatterway) used in targeted areas of the school to promote language development.</i></p>	<p>From the nursery baseline children are entering school with extremely low communication skills. Reasons for this are EAL, lack of communication at home and children living in communal homes.</p>	<p>1, 5, 6</p>
<p><i>Implement the language programme NELI in order to provide a 20 week language intervention in EYFS.</i></p>	<p>Due to the high percentage of EAL pupils and those needing speech and language development, the programme will ensure that these pupils can communicate effectively. This will also enable pupils to make progress in reading and writing.</p>	<p>1, 5, 6</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £24,763

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identified pupils, particularly those who have fallen furthest behind are provided with additional support and structured interventions to help them to fill gaps in learning. This can be delivered 1:1 and/or in small groups. This may also be incorporated as part of lessons.</p>	<p><i>EEF Rationale:</i> <i>'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</i></p>	<p>1, 2, 3, 4</p>
<p><i>Increased parental engagement and support</i></p> <ul style="list-style-type: none"> - <i>Inclusion Coffee mornings</i> - <i>Meet the Teacher</i> - <i>EYFS sessions</i> - <i>Whole school enrichment events</i> - <i>Email and text message system inclusive of early communication to share events</i> - <i>Use of social media (Twitter and Facebook) and the school's newsletter to inform parents of forthcoming events.</i> - <i>Review of homework policy to increase engagement</i> - <i>Increased awareness of access to funds – trips/clubs/uniform</i> 	<p>EEF research shows the increasing parental involvement in children's learning provides to increase impact in partnership with parents.</p> <p>Staff led workshops for parents are accessible means of provision. They will provide some practical ways that parents can support their pupils at home.</p> <p>Encouraging and enabling parents to understand the importance of supporting their child's learning and the impact that regular practise of basic skills (reading/spelling/talking with parents) can have on a pupils' attainment and progress.</p> <p>Increased participation and completion of home learning including reading, homework and use of school apps and websites.</p> <p>EEF found that parental engagement has a positive impact on average of 4 months additional pupil progress.</p>	<p>1, 3, 4</p>

<p><i>Monitoring closely those parents who are not engaging and being creative in overcoming barriers.</i></p>		
<p><i>Provide a regular family learning programme to support EAL families, particularly those who are new to country.</i></p>	<p>Support EAL families with any misconceptions they have around the education system and how to fully support children at home.</p> <p>All pupils and staff to be confident in the use and implementation of Flash Academy.</p> <p>All parents, pupils and staff are able to use immersive reader as a language translation tool.</p> <p>Induction package developed.</p> <p>Audit of EAL provision results in a clear action plan for improvement.</p> <p>EEF found that parental engagement has a positive impact on average of 4 months additional pupil progress.</p>	<p>1, 4, 5</p>
<p><i>Family support given including monitoring attendance and support including working with other outside professionals e.g. EHA.</i></p>	<p>The progress of some children is hampered as external family problems are preventing the children from attending school and making progress with their learning.</p> <p>Early Help information will be shared with staff and parents via the school website in order to signpost to the relevant services.</p> <p>Attendance officer and family support to complete home visits where needed.</p>	<p>1, 2, 3, 4, 5</p>
<p><i>Analysing and monitoring attendance and lateness weekly of all pupils.</i></p> <p><i>Attendance letters sent to parents where attendance is below 96%</i></p> <p><i>Daily phone calls home for absent children.</i></p> <p><i>Meetings with parents where attendance is a concern and support offered.</i></p>	<p>Weekly attendance of classes is shared.</p> <p>SIMS is used to monitor attendance and record specific reasons for absences.</p> <p>Attendance officer monitors the attendance of all pupils weekly with reports provided.</p> <p>Parents supported through offering of EHA, parenting contracts etc.</p> <p>Meetings with senior leaders to raise level of accountability on parents to ensure that their children are in school.</p>	<p>2, 4, 5</p>

<i>The SENCO is proactive in monitoring the progress of these pupils and supporting and advising teachers on appropriate strategies and interventions to use.</i>	<p>Intervention of the Educational Psychologist and other health care professionals for identified pupils.</p> <p>The EEF shows that feedback studies tend to show very high effect on learning. This will raise the progress rates of our PP/SEN pupils.</p> <p>SENCO time to provide support for class teachers, teaching assistants and HLTAs.</p> <p>The SENCO is present in lessons, ensuring adaptations to lessons are made for pupils to be successful.</p>	3, 5, 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £45,411

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Uniform – every PP child is provided 1 piece of uniform during the academic year.</i>	Support families with the purchase of uniform so that pupils feel confident.	3
<p><i>Monitoring the wellbeing and support of PP pupils.</i></p> <p><i>Regular meetings and workshops offered to parents to support with strategies to use at home. This includes healthy eating.</i></p> <p><i>PSHE scheme (Jigsaw) implemented in every class.</i></p> <p><i>Targeted interventions to support PP children.</i></p>	<p>Public Health England’s briefing paper, ‘The link between pupil health and wellbeing and attainment’ main findings included:</p> <p>Pupils with better health and wellbeing are likely to achieve better academically.</p> <p>Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.</p> <p>Lunchtime club to promote active sessions for those pp pupils who have identified as needing additional structure at break and lunchtime.</p>	3, 5

<p><i>Sensory Circuits</i></p> <ul style="list-style-type: none"> - <i>training for staff</i> - <i>Before school sessions</i> 	<p>Pyramid of learning</p> <p>Sensory Circuits provides a daily, physical programme to support children with concentration, co-ordination or engagement difficulties to prepare them for learning in the classroom.</p>	<p>2, 3, 5</p>
<p><i>Enrichment opportunities</i></p> <ul style="list-style-type: none"> - <i>School trips</i> - <i>School visits</i> - <i>Breakfast club</i> - <i>After school clubs</i> - <i>Ride High Programme</i> - <i>PE opportunities</i> - <i>Friends events - mufti, discos, movie nights</i> - <i>Drama activities</i> - <i>NMPAT music activities</i> 	<p>Our children need experiences and opportunities to develop self-esteem, resilience and perseverance and to uncover their strengths and talents in a range of forms. The additional experiences that we provide deepen the children's understanding of the wider world beyond their environment and increase pupil's cultural capital. PP funding is vital in providing opportunities for this.</p>	<p>2, 3</p>
<p><i>Breakfast club provides a positive start to the day and ensures children are ready to learn. Offer targeted children daily breakfast club</i></p> <ul style="list-style-type: none"> - <i>Development of social skills with a variety of ages</i> 	<p>To ensure all children have a positive mind set ready for learning having been in a calm and settled environment, prior to beginning lessons. Through offering food, we prevent children from feeling hungry or going without food before school, this will enable them to learn well.</p>	<p>2, 3, 5</p>
<p><i>Through nurture interventions, pupils are able to self-regulate and develop strategies that enable them to access all curriculum content.</i></p>	<p>EEF Rationale</p> <p>'There is extensive international research in this area, including a number of meta-analyses. More research has been undertaken in primary than in secondary schools, and a number of studies have specifically evaluated the impact on pupils who are low-attaining or disadvantages.'</p>	<p>3, 5, 6</p>
<p><i>Full time Family Support Worker appointed to work with vulnerable families and improve parental engagement</i></p> <p><i>2 ½ days a week Attendance Welfare Officer to work with</i></p>	<p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • General approaches with encourage parents to support their children with for example reading or homework. • The involvement of parents in their children's learning activities 	<p>2, 3, 4, 5</p>

<i>vulnerable families and improve parental engagement</i>	<ul style="list-style-type: none"> • More intensive programmes and support for families in crisis. • Parents to be invited into school for non-academic social events • Teachers to make a conscious effort to engage with more hard to reach parents 	
<i>Contingency fund for acute issues.</i>	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £105,260

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Data Outcome Summer 2022

Castle Academy Pupil Premium Data Summer 2022

Attendance 2021 – 2022

	All	Pupil Premium	Non- Pupil Premium
Attendance	95.49%	93.75%	95.93%

Reception

	All	Pupil Premium	Non- Pupil Premium
Children achieving GLD	78%	30%	82%

Year 1 NTS Assessment attainment

	All	Pupil Premium	Non-Pupil Premium
Maths	65%	55%	67%
Reading	53%	36%	57%

Year 1 Phonics Data 2020 – 2021

	All	Pupil Premium	Non-Pupil Premium
Phonics	78%	70%	80%

Year 2 SATs data TA

	All	Pupil Premium	Non-Pupil Premium
Reading	63%	46%	68%
Maths	60%	46%	64%
Writing	52%	38%	55%

Year 3 NTS Assessment attainment

	All	Pupil Premium	Non-Pupil Premium
Maths	84%	83%	85%
Reading	69%	58%	72%

Year 4 NTS Assessment attainment

	All	Pupil Premium	Non-Pupil Premium
Maths	83%	83%	83%
Reading	81%	75%	83%

Year 5 NTS Assessment attainment

	All	Pupil Premium	Non-Pupil Premium
Maths	78%	67%	80%
Reading	69%	67%	70%

Year 6 SATs data

	All	Pupil Premium	Non-Pupil Premium
Reading	67%	80%	70%
Writing	47%	50%	46%
Maths	65%	60%	66%

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Desired outcome	Chosen action/approach	Impact:			
<p>Teaching</p> <p>All PP pupils make improved rates of progress, including those disadvantaged pupils with English as an additional language.</p>	<p>Quality first teaching leads to pupils making expected or better progress. (1, 2, 3, 4)</p>	Expected or + progress	Reading	Writing	Maths
	Year 1	63.63%	45.45%	54.54%	
	Year 2	46.15%	38.46%	46.15%	
	Year 3	41.67%	41.66%	75%	
	Year 4	75%	33.33%	83.33%	
	Year 5	69.23%	46.15%	69.23%	
	Year 6	80% SATS	50% Teacher assessed	60% SATS	
<p>Aspirational pupil premium targets set using FFT. Pupil progress documentation has a clear focus for these pupils, actions, interventions and impact discussed. (1,5, 6)</p>					
<p>Training for staff of a DfE validated Systematic Synthetic Phonics programme (RWI) to secure stronger phonics</p>					

<p>teaching for all pupils. (1,5,6)</p>	
<p>Staff training programmes and support with provision for PP pupils (1, 3, 5, 6)</p>	<p>Staff have been provided with training regarding:</p> <ul style="list-style-type: none"> • Reading expectations • Rosenshine Principles • Writing moderation • Year group planning support. • Mathematics using manipulatives <p>Staff are beginning to ensure the most disadvantaged pupils are remembering what has been taught. This is evident in pupils' books and subject leaders' monitoring evidence. monitoring evidence and we are beginning to see that these pupils know and remember across all curriculum areas.</p>
<p>Ensure all classes provide a rich stimulation and provision of language/vocabulary stimuli (1, 2)</p>	<p>The implementation of Tier 3 and 4 words have enabled PP pupils to have a grasp of new vocabulary. Rocket words across the curriculum have also enabled this. Classes are now accessing widget to ensure that key vocabulary is accessible to all pupils, particularly those with EAL or SEND. and this has supported the implementation of knowledge organiser for these pupils, enabling them to use retrieval to know and remember more.</p>
<p>Inform teachers and support staff which pupils are disadvantaged, including those who share multi-vulnerabilities. (4, 5)</p>	<p>All teachers now have a secure awareness of the pupils who have multiple vulnerabilities. This has enabled them to adapt the provision accordingly so that these pupils can access the curriculum content; this was seen during our SEND audit.</p>
<p>Specific language programme (Chataways) used in Nursery to promote language development. (1, 2, 3, 4)</p>	<p>Pupils are making progress from very low starting points, with 100% of pupils making at least expected progress.(See Chataways analysis of outcomes).</p>
<p>Continue to implement the language programme NELI in order to provide a 20-week language intervention in EYFS. (1, 2, 3, 4)</p>	<p>All pupils are provided with Flash logins to enable them to access differentiated early language work.</p>

	Implement the language programme NELI in order to provide a 20-week language intervention in EYFS.	Pupils' language development improved following the programme.
Desired outcome	Chosen action/approach	Impact:
<p>Targeted academic support</p> <p>To address where pupils are when they return in September, identify gaps in learning and plan and deliver appropriate interventions, ensuring that pupils are targeted who are not on track.</p>	<p>Identified pupils, particularly those who have fallen furthest behind are provided with additional support and structured interventions to help them to fill gaps in learning. This can be delivered 1:1 and/or in small groups. This may also be incorporated as part of lessons. (1, 2, 3, 4)</p>	<p>The vast majority of PP pupils have made at least expected progress from their individual starting points across Reading, Writing and Maths.</p> <p>Where some pupils may not have moved from W to Exp and Exp to GD, there is evidence in books that these pupils have made progress within each of these bands.</p>
	<p>Increased parental engagement and support Inclusion Coffee mornings Joining Hands Meet the Teacher EYFS sessions Whole school enrichment events Email and text message system inclusive of early communication to share events Use of social media (Twitter and Facebook) and the school's newsletter to inform parents of forthcoming events. Increased awareness of access to funds – trips/clubs/uniform Monitoring closely those parents who are not engaging and being</p>	<p>Improved school links and relationships with parents and families.</p> <p>Families have an increased awareness of who they need to contact as and when needed.</p> <p>Families have an increased awareness of external agency support which the school can direct them to.</p> <p>Families have the opportunity to voice their opinions, are validated and feedback is shared with the staff team.</p>

	<p>creative in overcoming barriers. (1,3,4)</p>																						
	<p>Provide a regular family learning programme to support EAL families, particularly those who are new to country. (1,4,5)</p>																						
	<p>Family support given including monitoring attendance and support including working with other outside professionals e.g. EHA (1, 2, 3, 4, 5)</p>	<p>Increased parental engagement. Support in place to support vulnerable families.</p>																					
	<p>Analysing and monitoring attendance and lateness weekly of all pupils. Attendance letters sent to parents where attendance is below 96% Daily phone calls home for absent children. Meetings with parents where attendance is a concern and support offered. (2,4,5)</p>	<table border="1" data-bbox="687 797 1476 1088"> <thead> <tr> <th></th> <th>Pupils in group</th> <th>Attendances</th> <th>Authorised Absences</th> <th>Unauthorised Absences</th> <th>Late Before</th> <th>Late After</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>86</td> <td>93.61</td> <td>4.18</td> <td>2.20</td> <td>0.97</td> <td>0.19</td> </tr> <tr> <td>Not Pupil Premium</td> <td>413</td> <td>95.90</td> <td>3.11</td> <td>0.99</td> <td>0.69</td> <td>0.04</td> </tr> </tbody> </table> <p>Children are in school more regularly, enhancing learning and life prospects. Meetings offer support to families of children who have poor attendance. Supports school to recognise vulnerable families and put interventions in place.</p>		Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	Pupil Premium	86	93.61	4.18	2.20	0.97	0.19	Not Pupil Premium	413	95.90	3.11	0.99	0.69	0.04
	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After																	
Pupil Premium	86	93.61	4.18	2.20	0.97	0.19																	
Not Pupil Premium	413	95.90	3.11	0.99	0.69	0.04																	
	<p>The SENCO is proactive in monitoring the progress of these pupils and supporting and advising teachers on appropriate strategies and interventions to use. (3,5,6)</p>	<p>Interventions in place to support the recognised needs of these children. Progress is monitored during the assess, plan, do, review cycle and through the monitoring cycle – book looks, learning walks etc. Children are making progress towards their end of year targets.</p>																					
	<p>All staff trained in how to implement the behaviour policy. Lunchtime staff to receive Jogo behaviour support training.</p>	<p>Improved behaviour within school. All staff are aware of the behaviour policy and are implementing it. High expectations of all and the children know the expectations.</p>																					

	(3,5)	Lunchtime staff have an improved knowledge on how to support children and behaviours seen.
Teachers know and understand how vulnerabilities influence pupils' learning and can, as a result, plan and deliver teaching and learning, which minimises negative impact and enhances accelerated learning.	Monitoring the wellbeing and support of PP pupils. Regular meetings and workshops offered to parents to support with strategies to use at home. PSHE scheme (Jigsaw) implemented in every class. Drawing and Talking interventions to support PP children. (3,5)	Improved wellbeing and attitudes to learning have enabled pupils to access the curriculum better. There have been improvements seen in the following areas: <ul style="list-style-type: none"> • Confidence • Self-esteem • Communication and support
	Sensory Circuits training for staff Before school sessions (2,3,5)	Staff are able to support children throughout the day when they recognise that a break (Sensory Circuit) is needed from the classroom. Children come back into the classroom with increased focus and readiness to learn. Children attending a before school Sensory Circuit start the school day regulated and ready to learn.
	Enrichment opportunities Ride High School trips School visits Breakfast club After school clubs Ride High Programme PE opportunities Friends events - mufti, discos, movie nights Jigsaw scheme implemented in all classes across the school (2,3)	Personal development and opportunities that the children would not necessarily get the opportunity to explore.
Breakfast club provides a positive start to the day and ensures children are ready to learn. Offer targeted children daily breakfast club		Those pupils who have attended breakfast and after school club have had a settled start and end to the day, thus resulting in improved attitudes towards their learning. This strategy has also enabled us to monitor these pupils being in school on time.

	Development of social skills with a variety of ages (2,3,5)																						
	Through nurture interventions, pupils are able to self-regulate and develop strategies that enable them to access all curriculum content. (3,5,6)	Pupils have adults they feel they can talk to in school to support them as needed. Children feel more settled in school, thus resulting in improved attitudes towards their learning.																					
<p>Increased attendance at school meetings, inclusive of EHA meetings, health meetings, external agency meetings (Target Autism, EP, Jogo etc), IEP meetings, safeguarding meetings. To show positive engagement in other school activities during the year inclusive of inclusion coffee morning sessions where appropriate to the family.</p>	<p>Full time Family Support Worker appointed to work with vulnerable families and improve parental engagement</p> <p>2 ½ days a week Attendance welfare office to work with vulnerable families and improve parental engagement (2,3,4,5)</p>	<table border="1"> <thead> <tr> <th></th> <th>Pupils in group</th> <th>Attendances</th> <th>Authorised Absences</th> <th>Unauthorised Absences</th> <th>Late Before</th> <th>Late After</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>86</td> <td>93.61</td> <td>4.18</td> <td>2.20</td> <td>0.97</td> <td>0.19</td> </tr> <tr> <td>Not Pupil Premium</td> <td>413</td> <td>95.90</td> <td>3.11</td> <td>0.99</td> <td>0.69</td> <td>0.04</td> </tr> </tbody> </table>		Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	Pupil Premium	86	93.61	4.18	2.20	0.97	0.19	Not Pupil Premium	413	95.90	3.11	0.99	0.69	0.04
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<p>Develop strategies to support identified individuals to include providing a nurturing environment/sense of purpose for our most vulnerable children.</p> <p>Staff will model positive relationships with an emphasis on the development of language, communication and social skills. (2, 3)</p>	<p>Support for children with social skills – improved friendships and fewer incidents which result in fallouts and intervention needed to solve conflict.</p> <p>Children can identify staff members who will support them in school.</p> <p>Improved:</p> <ul style="list-style-type: none"> • Confidence • Attitudes to learning • Communication 																						
<p>Through nurture interventions pupils are able to self-regulate in order to use strategies that enable them to access all curriculum content. (2, 4)</p>	<p>Improved attitudes to learning have enabled pupils to access the curriculum better. There have been improvements seen in the following areas:</p> <ul style="list-style-type: none"> • Confidence • Self-esteem • Communication and support 																						
<p>Monitor PP pupils' attendance and follow up quickly on absences. First day response provision.</p>	<p>Attendance for some persistent absentees has improved (see data analysis). Pupils and families' attitudes have improved towards school and their learning, leading to better outcomes for pupils. This includes those pupils on safeguarding plans.</p>																						

	Provision of early start breakfast club (2, 4, 5)	Providing a good breakfast has promoted a positive start to the day with all pupils who attend engaging during lessons.
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