

Oakthorpe Primary School – Pupil Premium Strategy Statement (2018-2019)



1. Summary information					
School	Oakthorpe Primary School				
Academic Year	2018 - 19	Total PP budget	£230,280	Date of most recent PP Review	September 2018
Total number of pupils	550 Sept 2018	Number of pupils eligible for PP	170	Date for next internal review of this strategy	January 2019

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) pupils and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. It is for schools to decide how the Pupil Premium, allocated to schools per pupil eligible for free school meals (FSM), is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, they will be held accountable for how they use the additional funding to support pupils from low income families. From September 2016, schools were required to publish a Pupil Premium Strategy. This ensures that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. Also included is how the allocation was spent for the previous year and its impact on eligible and other pupils. Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups.

At Oakthorpe School we have high aspirations for all our pupils. We are committed to the development of the whole child and believe a key function of the school is to create and maintain an environment where every pupil is able to succeed. In order to work towards this we will track the progress of pupils and monitor how we are spending the allocated funds in order to ensure that they are having an impact on pupil premium pupil's achievement.

Autumn Term 2018
Current Pupil Premium
Numbers (not percentages)

Year	Total	PP	PP+SEN	PP not SEN	Not PP
1	78	19	0	19	59
2	78	32	5	27	46
3	77	19	5	14	58
4	78	22	7	15	56
5	75	23	4	19	52
6	78	26	4	22	52
Totals	464	141	25	116	323

2. Current attainment: End of KS2 2018						
77 pupils	% of PUPIL PREMIUM children working at Age Related at OAKTHORPE (30 pupils)	% of other children working at Age Related at OAKTHORPE	% of PUPIL PREMIUM children working at Greater Depth at OAKTHORPE	% of other children working at Greater Depth at OAKTHORPE	Progress Score for PUPIL PREMIUM children at OAKTHORPE	Progress Score for other children at OAKTHORPE
Reading	57	62	3	13	-3.58	-3.1
Writing	70	77	10	36	+0.58	+2.18
Maths	47	57	3	19	-3-12	-2.23
Grammar, Punctuation and Spelling	70	72	23	32		
3. Barriers to future attainment (for pupils eligible for PP)						
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>						
A	PP children are doing less well than their peers. The difference at the end of KS2 in 2018 was most significant in Maths. Some of these results were due to individual pupils not performing well on the day of the tests and additional factors such as complex social and emotional needs. This cohort of pupils leaving in 2018 had a large number of pupils on the SEN register who were also PP (12% of all pupils). Many of the disadvantages pupils missed out on achieving ARE by 2/3 marks in test papers.					
B	Low levels of language and literacy skills impact on the progress PP children make across many curriculum areas.					
C	Less PP children are reaching the expected standard particularly at the end of Key Stage 2. There are barriers in language and literacy skills and understanding key vocabulary. Less PP children achieve higher standards in all subjects.					
External barriers						
D	Attendance of PP pupils is below 96% and below other children.					

E	There is a high level of social care needs amongst families who are children are eligible for Pupil Premium, resulting in emotional needs, reduced ability to support children at home and limited access to enrichment activities. Aspirations are low and this impacts on their child's academic achievement. Parental engagement for these pupils is low.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improve attainment in core subjects including an increase in the number of PP pupils working at greater depth.	<p>Attainment gap between PP and others will diminish.</p> <p>The % of PP children reaching age related expectations and the higher standard will increase in line with national for all in 2019</p>
B.	Accelerate progress of PP pupils across the school.	<p>Progress - PP pupils will make above the expected progress each term (6 points across the year)</p> <p>The percentage of PP pupils achieving expected progress will be in line with or above non-PP pupils. The % of pupils reaching the expected standard increases.</p> <p>A greater number of PP children achieving greater depth in maths, writing and reading</p> <p>% of pupils passing phonics is in line with others</p>
C.	Continue to improve the language skills of pupils eligible for PP in order to support their reading skills.	<p>Higher percentage of PP pupils achieving age related expectations or higher in reading Progress of PP pupils will be good across core subjects. The percentage of PP achieving expected progress will be in line or above non-PP pupils.</p>
D.	To continue to raise the profile of good attendance in order to improve the attendance of PP pupils.	<p>Attendance of PP pupils will be consistently in line with other pupils and above 96%.</p> <p>The gap between PP and non-PP will reduce to less than 0.8%.</p> <p>The number of PAs will be reduced. Target = less than 35</p>
E.	Increase parental engagement through workshops and home learning.	<p>High attendance at parent workshops. Wider launch of Cafes for All throughout the school. 100% attendance at parents/teacher consultations</p>

5. Planned expenditure					
Academic year		2018- 2019			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review impact?
A Improve attainment in core subjects including an increase in the number of PP pupils working at greater depth.	<p>Maths consultant support for the introduction of White Rose Maths (including mixed ability teaching in maths)</p> <p>Maths team focus support on Year 1 Maths as part of Teacher Research Group Maths Hub</p> <p>AHT's meet termly with teachers for Pupil Progress Meetings to ensure that provision is in place</p> <p>Action plans are put in place for years 2 and 6 and half termly meetings are held to ensure the provision is in place and regularly evaluated.</p> <p>Daily Supported Reading (DSR) programme in year 1</p>	<p>The end of KS2 data for 2018 shows that there are differences in the outcomes for PP and non PP pupils.</p> <p>We fully recognise the importance of Quality First Teaching in supporting all children in making progress and achieving at expected levels (Sutton Trust). To secure good teaching and full implementation of School Improvement Plan actions we will invest in the professional development of staff.</p> <p>We have looked at EEF recommendations for <i>Improving Mathematics in Key Stages Two and Three</i> and are implementing these at Oakthorpe</p>	<p>SIP priorities for 2018-2019 are to improve outcomes in maths and reading.</p> <p>Data will be provided for all teachers with target pupils identified.</p> <p>Pupil Progress meetings form part of the school monitoring cycle and action plans in place for Year 2 and 6</p> <p>Pupils identified as not on track to meet their end of year targets will receive support from interventions</p> <p>Targets are set using FFT data</p> <p>CPD will be in place for all staff and training given to staff new to the school and key stage.</p>	<p>Headteacher SLT Literacy and Maths Teams</p> <p>AHTs responsible for year 2 and 6</p>	<p>January 2019 March 2019 July 2019</p>

Children in all year groups (and particularly year 6) make good progress from September and from the previous key stage and achieve their individual end of year targets.	Additional teachers across the school for maths and English lessons	Additional teaching staff in Y6, 5, 3 & 2 allows	As above		January 2019 March 2019 July 2019
Children have a good understanding of phonics and are able to apply this to their reading and writing.	Additional adults are RWInc sessions to allow smaller group phonics closely tailored to the children's current knowledge. November 2018 – Phonics consultant review of current provision	Phonics results will continue to be in line with national showing impact of additional and targeted support. This impact will also extend to progress in writing in KS1 as this is an area for development.	Track progress in phonics, midyear check and screening, Monitoring of phonics teaching to ensure a consistent approach		January 2019 March 2019 July 2019
To provide a wide range of experiences for pupils to develop their vocabulary	AHTs to ensure that PP children access school trips. Breakfast and after school clubs attendance is analysed to ensure PP children are represented	There is a widening vocabulary gap. The school has completed gap analysis and have evidence that PP children scored lower in reading tests where the breadth of vocabulary needed to answer some questions was wide and demanding.	DHT to maintain and overview of after school clubs AHTs to monitor trip attendance and participation in sport for PP children. AHTs to arrange opportunities for Children and give priority to some enrichment activities e.g. Glee club, choir,		January 2019 March 2019 July 2019
Total budgeted cost					£98, 000

ii. Targeted support					
B Accelerate progress of PP pupils across the school through targeted intervention groups.	<p>Additional teaching staff in Year 2 and across KS2 provide targeted support and interventions, where needed, in reading, writing and maths.</p> <p>Review of teaching of phonics and reading in KS1(consultant) Reading</p> <p>TAs and graduate TAs to provide intervention programmes and teach targeted groups in reading, writing, phonics and maths including :1stClass@number, Catch-up Numeracy, Toe-by- Toe, Artis etc.</p>	<p>Some pupils need targeted support to close the gap and to have individual support matched to their needs</p> <p>PP children have priority to access some interventions.</p> <p>The DSR programme has shown positive outcomes across 2 local authorities in KS1 reading.</p>	<p>Action plans in place for improvement in maths and reading across the whole school.</p> <p>All intervention groups will be tracked termly and reported and evaluated during SLT meetings.</p> <p>The PP strategy will be reviewed each term.</p> <p>Interventions will be timetabled and monitored by AHTs</p> <p>Groups will be tracked termly (and in line with programmes used) & assessment information analysed to ensure interventions are well structured and PP pupils are making good progress.</p> <p>Termly monitoring timetable in place include: observations of teaching, book scrutiny and pupil conferencing</p>		<p>January 2019 March 2019 July 2019</p>
C Improve the language skills of pupils eligible for PP in order to support their reading skills	<p>R Provide Speech and Language intervention for targeted pupils: Talk Boost, ELKLAN, Talking Technologies, Artis, Sunshine (Social Skills and Language Group)</p>	<p>Early intervention will help these children to catch up and be able to access the rest of the curriculum. Programmes and interventions are recommended by our SaLT Talk Boost is rated as highly effective by EEF</p>	<p>Speech and Language Lead and SLT to ensure interventions are happening regularly. Intervention analysis each half term by AHTs. Use of assessment tools and scores. Referrals to SALT if required</p> <p>SLT to look at data and to highlight the needs of pupils during pupil progress meetings.</p>	<p>SLT SENCO review of early interventions</p>	<p>January 2019 March 2019 July 2019</p>

<p>D. To improve the attendance of PP pupils and PAs</p>	<p>Headteacher and Parent Support Officer to focus on PP pupil's attendance</p> <p>PP attendance to be a focus for the termly PP report</p> <p>PSA to alert SLT of any concerns</p> <p>Headteacher/SLT/PSA EWO to meet with parents of pupils whose attendance is below 90%</p> <p>To work with the EWO in reaching families with the lowest levels of attendance, particularly PP pupils</p> <p>A range of celebrations in place to commend those with good and improved attendance.</p>	<p>All pupils attendance for 2017-2018 was above 96%, however for PP pupils it was 95.49%</p> <p>We know that attainment for all children can be improved by good attendance. Targeting families and improving attendance is vital in improving outcomes.</p> <p>NFeR research show that attendance is a key factor in student achievement.</p> <p>Approaches to improve attendance will be drawn from best practice sharing sessions within Enfield (PSA attends termly attendance forum with local schools)</p>	<p>This is part of the SIP for 2018-2019</p> <p>This is part of a whole school approach aimed at increasing the attendance of all pupils falling below 95%</p> <p>Parent Support Officer implements school policies and procedures for monitoring attendance. Regular meetings are held with EWO</p> <p>Attendance data is reported to SLT and Governing body</p> <p>HT meets with families following unauthorised absences.</p> <p>Attendance data tracking</p>	<p>Headteacher PSA Governors AHTs EWO</p>	<p>January 2019 March 2019 July 2019</p>
<p>Total budgeted cost</p>					<p>£ 1116,000</p>

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E Increase parental support through workshops	<p>To widen the range of Cafes for All</p> <p>Cafes for all presentation to SLT (October 2018)</p> <p>SLT lead to develop an action plan to launch Cafes for all across each key stage</p> <p>Year groups to plan Cafes for all experiences on a termly basis</p> <p>Maths Consultant to lead a maths workshop for parents</p>	<p>Evidence shows that parent are key in supporting effective learning (e.g. Sutton Trust research projects)</p> <p>The school has evaluated the impact of parental attendance at previously held Story Cafes</p>	<p>Ensure that a range of workshops are carried out during the school year.</p> <p>Invitations are sent out well in advance and some families are targeted through personal invitation</p> <p>Weekly reception drop ins continue (organised by AHT)</p>	<p>All staff</p> <p>Class teachers</p> <p>EYFS AHT</p>	<p>January 2019</p> <p>March 2019</p> <p>July 2019</p>

All pupils to participate in wider opportunities	Provide children with the opportunity to attend residential trips, school visits, after school clubs. Edmonton Community Partnership subscription enables wider access to a range of enrichment opportunities.	A number of children do not have access to a range of opportunities after school. Activities within school provide children with a variety of rich	Monitor club attendance and uptake. Report to Governing Body AHTs/PSA target/select PP children to access enrichment activities.	AHTs PSA	
Total budgeted cost					£21 000

6. Review of expenditure				
Previous Academic Year		2017 - 18		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve reading skills for all pupils.	Daily Supported Reading Programme for year 1 and 2 pupils, and Reception pupils from the spring term	Children eligible for the Pupil Premium Grant in Key Stage 1 made good progress in reading in 2017-2018 due to daily supported reading. This group made slightly more progress than children not eligible for the grant. Small group work in phonics ensured that children eligible for the Pupil Premium Grant achieved results in line with non PP children at 82%.	Reading remains a whole school priority for 2018 - 19 and programmes such as DSR, reading comprehension and group/individual reading will continue. CPD for staff will focus on developing children's inference skills and	£13,000
	Small group phonics Reading Comprehension / guided reading increased to 3-4 times per week for all pupils (with time allocated for planning to ensure this is high quality) Cracking Comprehension Guided Reading pre-read	Progress in reading increased in the Spring and Summer terms following the increased guided reading and training for staff in the Spring Term. Allocated time for planning increased reading, along with additional training for teachers and TAs has led to quality questioning focusing on key areas for improvement Different strategies have been trialled including whole class reading comprehension in Year 6 – the success of this has been varied with one class benefitting from the lessons and one class benefitting from further differentiation due to emotional and learning needs in the class. Trained parent volunteers have been successful in KS1.	PP children have benefitted from additional DSR in key stage 1 and so this will continue. Continue to focus on developing children's knowledge of vocabulary and on inference skills. Continue to provide time for planning - for teachers and TAs	£5,000

<p>Children receive more personalised support to enable them to make good or better progress.</p>	<p>Targeted teaching for maths, literacy, phonics and reading.</p> <p>Smaller groups allowing for increased time for high quality feedback-oral and written</p> <p>Carefully planned interventions led by support staff and class teachers</p> <p>Above provided by support teachers, AHTs and skilled TAs / graduate TAs</p>	<p>Targeted teaching groups supported pupil premium children to make good progress.</p> <p>Y6 (2017)</p> <p>In reading children eligible for the PP grant that were not SEN had a scaled score of 104.5 in line with national scaled score for all children of (104.6).</p> <p>In writing children eligible for the PP grant that were not SEN had a scaled score of 107.7 higher than children not eligible and the national scaled score for all children of (101.8).</p> <p>In maths teacher assessment PP children made excellent progress in Year 6.</p> <p>KS2</p> <p>Maths groups supporting PP children in Y4 ensured that pupil premium children made good progress. In Y5 PP children made excellent progress.</p> <p>In Year 3 PP children who are SEN are making good progress with LSP targets but their overall steps of progress is lower than expected. Children who are PP but not SEN are making good progress apart from in writing.</p> <p>SMT reviewed data and had quality progress meetings termly.</p> <p>Half termly reviews of interventions and discussions with all staff running these was regular meaning that groups were fluid and met the needs of identified children.</p>	<p>SMT to continue close monitoring throughout the year and adapting support for individual and key groups.</p> <p>Although there has needed to be a reduced amount of support teacher time and Teaching Assistant time in 2018-19, it is important to maintain targeted teaching and personalised learning. This enables staff to focus on giving high quality feedback and to address gaps in learning and misconceptions quickly and to move children on.</p> <p>Literacy and in particular writing is a focus in Year 4 for PP children and there is additional support teacher.</p>	<p>£67,000</p>
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Embed teaching of mastery in Reading and Maths.	<p>Mastery focus in observations and marking/work scrutiny.</p> <p>Planning to include mastery.</p>	<p>Data analysis has shown that there are a group of PP children in each cohort in the at risk group.</p> <p>Work scrutiny by SMT and core curriculum leaders identified increased evidence of mastery teaching and questioning observed in lessons helped to develop mastery.</p> <p>INSET time was allocated to developing mastery questions for particular texts used in teaching reading – teaching staff feel more confident about types of questions.</p> <p>White Rose maths has also been trialled in some classes and has been found to be effective in improving children's ability to explain their strategies and methods.</p> <p>SLT researched the impact of splitting as there were less children eligible for the Pupil Premium Grant in the more able splits across the school. The research identified the negative aspects of splitting for disadvantaged pupils particularly when teaching a mastery approach where children benefit from sharing their peers learning.</p>	<p>SLT will adjust tracking systems to ensure that the PP children in the at risk group (secure -1) are identified separately to enable staff to meet their needs and support them to meet ARE.</p> <p>Reading and maths are whole school priorities for 2018-19</p> <p>The school will be involved in research relating to mastery in maths with the local maths hub.</p> <p>Implementing White Rose maths across the school will further develop mastery in maths.</p> <p>CPD for staff will focus on mastery approaches in maths in the Autumn Term.</p> <p>Maths will be taught in mixed ability groups.</p>	
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Improve reading skills for pupils eligible for PP.</p>	<p>Support teachers and TAs run intervention groups in phonics and reading.</p>	<p>Pupil premium pupils made similar progress to non-pupil premium in all year groups.</p> <p>Year 1 Pupil Premium received additional group DSR as well as 1:1 reading.</p> <p>Most pupil premium across the school received additional group or 1:1 reading 3 to 4 times per week.</p> <p>End of Key Stage 1: 46% of PP achieved ARE in reading, writing and maths.</p> <p>60% made good or better progress in reading and 73% made good or better progress in writing and maths.</p> <p>76% of PP pupils passed the phonics screening.</p>	<p>Continue additional DSR for PP pupils.</p> <p>Additional 1:1 and group reading across the school was effective for many pupils.</p> <p>Continue with embedded interventions: Toe-by-Toe, Catch-up Literacy, phonics for year 3.</p>	<p>£10,000</p> <p>£20,780</p>
<p>Accelerate progress of all PP pupils in reading, writing and maths.</p>	<p>Support teachers, TAs, AHTs, graduate TAs to provide intervention programmes and teach targeted groups in reading, writing and maths including : Read, Write Inc, Catch-up Literacy, First Class Number and Toe-by-Toe.</p>	<p>Interventions allowed most PP children to make good progress and some to make accelerated progress.</p> <p>Through the Catch-up Literacy programme one child's reading age increased by 18 months over the 10 week programme.</p> <p>Many children working through the toe-by-toe programme made good progress.</p> <p>Pupils in targeted teaching groups across the school often made good progress.</p>	<p>Continue with Catch-up literacy, Toe-by-Toe, Lifeboat, Rainbow, Catch-up Numeracy, Springboard maths etc.</p>	<p>£44,000</p> <p>£5,000</p>

Provide additional support for EAL PP pupils in particular in reception and new arrivals in KS2.	<p>Provide EAL pupils with 1:1 and group intervention.</p> <p>EAL lead to track progress.</p> <p>EAL lead to train staff in new assessment criteria.</p> <p>Induction of these pupils by EAL support staff.</p>	<p>EAL pupils across the school made good in reading, writing and maths.</p> <p>EAL pupils who are eligible for pupil premium attained better in reading and writing than EAL pupils who are not eligible for pupil premium.</p>	<p>Training for staff on Communication in Print so that it can be used across the school.</p> <p>EAL support staff to focus support on EAL/PP children.</p> <p>EAL/PP children in the at risk group (secure - 1) are identified separately to enable staff to meet their needs and support them to meet ARE.</p>	£12,000									
Improve oral language skills for all PP pupils.	<p>Provide Speech and Language intervention for targeted pupils.</p> <p>Provide parents of EAL and PP pupils with support through ESOL and translators.</p>	<p>PP funding enabled us to provide programmes such as Artis, Speech Bubbles, DSR, ELKLAN, Talking Technologies, Sunshine and Talk Boost, which contributed to 74% of PP pupils with EAL in Reception at the expected level or higher at the end of the year in Understanding, Speaking and Writing. 84% of EAL PP children were secure plus or higher in Reading and Listening and attention.</p> <p>In Year 1 PP 91% made good progress in Reading and 82% made good progress in Writing more than non PP children. More children eligible for the PP grant children are working at ARE than those not eligible (Does not include SEN pupils).</p> <table border="1"><tr><td></td><td>PP</td><td>Non</td></tr><tr><td>Reading</td><td>79.4%</td><td>74%</td></tr><tr><td>Writing</td><td>76.4%</td><td>71.4%</td></tr></table> <p>Children in Year 2 benefitted from focus on language skills and 100% of EAL PP children achieved ARE or above in Reading, Writing and Maths.</p>		PP	Non	Reading	79.4%	74%	Writing	76.4%	71.4%	<p>Continue with current programmes as huge success has come from them.</p> <p>Staff have developed their skills because of them and now more staff are trained and able to implement programmes and strategies.</p>	£6,000
	PP	Non											
Reading	79.4%	74%											
Writing	76.4%	71.4%											

Improve social and emotional skills of PP pupils.	SEN team to provide programmes.	Children who had previously been in nurture group were enabled to access the curriculum in class, avoided exclusion and had few behaviour issues.	75% of pupils with social and emotional needs that have been identified for the coming year are PP premium.	£11,000
	<p>Provide support for selected families.</p> <p>Learning mentor support, particularly for upper KS2 *****</p> <p>SEN team to provide programmes. (Talk Boost, Sunshine, starfish etc.)</p> <p>Learning mentors to work with specific children</p> <p>Provide support for selected families.</p>	<p>Children who have suffered bereavement were supported to attend school.</p> <p>EYSI project was successful in developing social skills in Reception and Year 1 and enabled children to contribute in class.</p>	<p>Historically they make good progress in these areas.</p> <p>Children with SEMH needs in Year 6 achieved better in informal class assessments than in formal SATs tests due to the increased pressure. Tests were arranged to minimise pressure with smaller groups and familiar adults for this group of children. The children responded particularly well to the teaching of writing with frequent informal positive feedback. These strategies were used in reading groups but the children found tests conditions challenging.</p>	£6,000
iii Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

All PP pupils to participate in wider opportunities.	<p>Provide pupils with the opportunity to attend residential trips, school visits, after school clubs and learn to play a musical instrument.</p> <p>Edmonton Community Partnership subscription enables access to wider opportunities.</p>	<p>Some Pupil Premium pupils were funded to attend residential trips and day visits.</p> <p>Some PP pupils were funded to attend up to 2 after school clubs a week and attend breakfast club at no cost.</p> <p>Figures show that percentage of PP children attending after school clubs is slightly below that of non-PP pupils.</p> <p>Edmonton Community Partnership funded Glee – course of lessons and competition at theatre. PP children were prioritised. (13 children, all of the PP children that applied to take part had a place)</p> <p>Cello lessons were promoted to PP children resulting in half the group being PP (6 children)</p> <p>PP children receive funded instrumental group lessons (6 children)</p>	<p>Continue to fund visits and music lessons.</p> <p>Maintain involvement in and subscription to Edmonton Community Partnership.</p>	<p>£2,000</p> <p>£500</p> <p>£14,500</p>
Improve attendance and punctuality of PP pupils.	PSA, with support from Assistant Heads, to prioritise attendance of PP pupils	<p>Attendance of PP pupils has improved from 95% end of May 2017 to 96% end of May 2018</p> <p>The attendance gap between Pupil Premium and others has reduced from 1.58% to 0.65% from May 2017 to May 2018.</p> <p>PA for PP is almost twice that of non PP at 10.98% compared with 5.9%.</p> <p>The PSA has worked closely with the EWO and families who have low attendance. (Success stories / case studies), prioritising PP pupils.</p>	<p>PSA and SLT will continue to monitor attendance regularly and prioritise PP for interventions and meetings with EWO and parents</p> <p>There needs to be a focus on reducing the percentage of PP who are PAs.</p>	£12,000

Increase parental engagement and aspirations	Provide parents of EAL pupils with ESOL and translators.	Translators funded to support with meetings & parent teacher meetings ESOL lessons were provided and successful for those parents who attended, but despite efforts by PSA, take up of ESOL was lower this year.	Continue with activities Repeat ESOL for one more year. Seek advice from other schools – are their strategies for recruiting any more successful?	£500
	Subject leaders run workshops, including reading with children Weekly drop in sessions to support Reception parents	Workshops run by staff were well attended, as were Art Week and Science Week open afternoons. Workshops encourage PP parents and included: science/computing, phonics, reading and SATs. SATs workshop in Year 6 was not well attended. Weekly drop in sessions in Reception are popular and supportive for all Reception parents	Repeat SATs support meetings – low attendance is unusual and believe this was cohort specific.	£500

7. Additional detail
In this section you can annex or refer to additional information which you have used to support the sections above.