

Pupil premium strategy

1. Summary information					
School	Illogan School				
Academic Year	2018/19	Total PP budget	£80700	Date of most recent PP Review	Jan 19
Total number of pupils	218	Number of pupils eligible for PP	65	Date for next internal review of this strategy	July 19

2. Current attainment (End of year 2017-18)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	40%	70%
% making expected progress in reading (as measured in the school)	50%	80%
% making expected progress in writing (as measured in the school)	40%	83%
% making expected progress in mathematics (as measured in the school)	40%	81%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Children join EYFS with significantly lower than national speech and language skills.
B.	Teacher knowledge and understanding of current methodology for supporting progress and attainment in mathematics requires updating.
C.	Systems within the school to assess and impact upon pupil progress are not yet fully embedded.
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D	Attendance and persistent absenteeism. 17 – 18 Attendance gap was 4.5% PP PA was 13.14%
E	Parental engagement and support with learning.
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>	
A.	To ensure disadvantaged pupils with low entry baselines make accelerated progress from their starting points and achieve a Good Level of Development.
Success criteria	
Percentage of Disadvantaged pupils making expected or better progress is in line with other EYFS pupils	

B.	Raised progress and attainment for PPG children in mathematics through all stages of the school	Data shows that the difference is diminishing in each year group while progress and attainment is increasing.
C.	PPG children make accelerated progress through all stages of the school.	Percentage of disadvantaged pupils making expected progress and above is in line with other pupils across the school
D.	Increase attendance rates for pupils eligible for pupil premium	Reduce the attendance gap to less than 3%
E.	Ensure PPG parents engage positively with school and are equipped to support learning at home.	Parents of PPG children attend Class Assemblies and parent workshops.

5. Review of expenditure

Previous Academic Year		2017-18		
i. Quality of teaching for all				
Action	Intended outcome	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 the communication and language skills of children entering EYFS.	PPG pupils in EYFS make accelerated progress, and by the end of year one achieve in line with their peers	Smaller groups ensured targeted provision and TAs were able to offer specific support to children. Positive impact on all pupils, especially to PP children. Observations showed increased engagement in sessions and conferences evidenced positivity to reading.	Reading Leader matched skillset of TAs to specific groups for increased impact. Daily rigorous monitoring of RWInc is essential for best results.	

<p>Y1- To support phonics skills which support reading. For PPG pupils to be in line with other pupils nationally by the end of Year one.</p>	<p>Ensure that all pupils reach the expected standard in the year one phonics screening check.</p>	<p>Phonics Screening Check 2018</p> <p>National All 84% School All 84%</p> <p>National PPG 70% School PPG 68%</p> <p>School All increased by 21% from 16-17 indicating accelerated progress.</p>	<p>High quality teaching for all and focused rigorous intervention led to accelerated progress. In order to sustain this in 18-19, Reading leader must be given time to train staff and monitor teaching on a daily basis.</p>	
<p>Support is provided by the pastoral team and outside agencies to increase the confidence and self-esteem of PPG pupils to ensure that they are more equipped to learn and offer support to vulnerable families</p>	<p>The Learning Mentors are recognised Thrive practitioners they work with the rest of the staff to use the Thrive approach, this included whole class and individual screening.</p> <p>Introduction of a growth mindset approach and whole school learning habits to increase pupil's resilience, and behaviour for learning</p>	<p>Learning Mentor and SENCo have Thrive training and implement best practice. During 17-18 staff have undertaken Trauma Informed Schools training to further improve practice.</p> <p>Growth mindset approach was introduced and learning habits are celebrated in assemblies and day to day teaching and learning.</p>	<p>Staff need further training to best implement strategies identified by LM and SENCo to ensure that this is a whole school approach and used consistently.</p> <p>Conferencing indicates that grow mindset is not fully embedded across the school. Further work on fully embedding these learning habits will increase impact.</p>	

<p>Progress reading for of PPG pupils will be accelerated to close the gap in attainment so they are at least in line with their peers. (KS2 gap widens)</p>	<p>Reading- KS2 – Accelerated Reader introduced to increase the amount pupils read at home and school and develop a love of reading.</p> <p>A new approach to guided reading has been introduced in KS2</p> <p>Pupils in years 2 and 3 will access Bug club to diminish the difference</p>	<p>Accelerated Reader is fully embedded across KS2.</p> <p>PEE approach has been adopted across KS2 and children have regular opportunities to give full answers to reading comprehension.</p> <p>Pupils in Years 2 and 3 regularly access Bug Club reading.</p> <p>Internal data indicates positive progress in reading</p>	<p>Reading leaders need sufficient time and training in order to monitor effectively and produce useful analysis of data. All class teachers will be trained this year so they can carry this out. Significant investment needs to be made into reading book stock to ensure all children can access a wide choice of reading material.</p> <p>QLA from May 2018 indicates that further work on comprehension is essential in 2018-19.</p> <p>Due to changes in leadership Pupil Progress monitoring was not sufficiently rigorous or challenging. This will be implemented in 18-19.</p>	
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<p>Progress writing and maths for PPG pupils will be accelerated to close the gap in attainment so they are at least in line with their peers. (KS2 gap widens)</p>	<p>Writing/Maths- KS1/KS2 – Individual class TA's deliver a targeted intervention programme (determined by the class teacher) within the daily writing lesson.</p> <p>Teachers deliver daily enhanced learning sessions to groups and individuals as required.</p>	<p>Adult led small group working provides targeted teaching to close gaps in their learning.</p> <p>New planning resources will ensure pupils are fluent with maths topics, through the use of a range of models and images, before being able to apply their learning in different reasoning and problem solving contexts.</p> <p>Internal data indicates positive progress but this was not evidenced in end of KS data.</p>	<p>Changes in leadership and SLT structure meant that this process was not sufficiently monitored and MAT support was adjusted to be supportive of changes.</p> <p>TAs require further training to be able to fully impact on small groups.</p> <p>Teacher confidence in Maths Mastery is not strong and will require further input.</p>	
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<p>Children will experience a variety of rich learning opportunities at least half termly such as musical productions, school trips, visitors into school</p>	<p>Whole school expectation for half termly Topic launches. The thematically tailored curriculum provides additional opportunities for children who may not always be provided with these at home.</p>	<p>New curriculum is embedded and is now being shared with</p> <p>SLT monitoring indicates some impact of rich learning experiences and case studies show positive impact on behaviour and learning.</p>	<p>Parent feedback indicates a desire for more trips and educational visits. Teachers are supported by PTA funding and are planning visits as part of their topic planning.</p>	
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Attendance rates of pupils eligible for PPG to increase by approximately 2%.	SLA for Educational Welfare Officer to support school with engaging parents and increasing the attendance of PPG pupils.	PPG attendance 16-17 93.48% PPG attendance 17-18 92.34% Attendance policy written and adopted September 2018	SLA spend has been maintained as EWO support is essential. LM and HT meet weekly to discuss attendance and concerns. LM meets regularly with families to support and problem solve.	£46,148
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ii. Targeted support

Action	Intended outcome	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 the communication and language skills of children in EYFS Y1 for PPG pupils to be in line with other pupils nationally by the end of Year one.	Provision of additional intervention for targeted pupils for who RWI is currently not appropriate. The focus is on whole word sight recognition.	Cohort EYFS 16-17 PPG GLD 50% Cohort Year 1 17-18 PPG Reading EXS 50%	It is vital that targeted provision is put into place for children who cannot access RWI, and those who need support with communication and language skills. This approach will be continued with additional training for adults used.	

<p>Support is provided by the pastoral team and outside agencies to increase the confidence and self-esteem of PPG pupils to ensure that they are more equipped to learn.</p>	<p>A significant number of PPG pupils receive targeted learning mentor support which focuses on managing emotions.</p> <p>The provision of lunchtime clubs and KS2 social skills group.</p>	<p>Significant progress is made by children receiving targeted learning mentor support focusing on managing emotions. This enables them to more fully engage in learning and in turn for their parents to engage more with school.</p> <p>Conferencing shows that children value lunchtime provision and that it helps them to cope with school more fully.</p>	<p>This provision will be continued and supplemented by the training of an Autism Champion to impact on more children.</p> <p>Analysis of cohort of children whose emotions impact on their learning so that we can further provide support.</p>	
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<p>Progress of PPG pupils will be accelerated to close the gap in attainment so they are at least in line with their peers. (KS2 gap widens).</p>	<p>KS2 phonics intervention.</p> <p>Daily enhanced learning sessions.</p> <p>Year 6 split into two small classes during the mornings for reading, writing, Maths.</p>	<p>KS2 phonics intervention ensures that children are equipped for demands of KS2 curriculum.</p> <p>Conferencing shows that use of reading dog increases enjoyment of reading for targeted pupils.</p>	<p>Splitting Year 6 into two groups did not impact on progress/attainment data and is not financially sustainable.</p> <p>KS2 phonics groups will be sustained but children will be more tightly monitored to ensure that they make accelerated progress and are able to rejoin their class for quality first teaching.</p>	
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<p>Children will experience a variety of rich learning opportunities at least half termly such as musical productions, school trips, visitors into school, sporting activities</p>	<p>Termly PPG progress meetings with PPG champion identifying individual needs and suggesting strategies to support and accelerate progress.</p> <p>Create a system for tracking whole school enrichment opportunities.</p>	<p>Enriched learning opportunities have taken place but not been tracked.</p> <p>Staff meeting notes evidence discussion of individuals and their needs.</p> <p>Lunchtime staff have engaged pupils in purposeful team playing opportunities which impacts on afternoon behaviour and engagement.</p>	<p>Termly PPG progress meetings were not sufficiently rigorous to identify and support individual needs. Model has been revised for this year.</p>	<p>£23,086</p>
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iii. Other approaches

Action	Intended outcome	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
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<p>High quality, consistent input will support teachers to close the gap between PP and non PP children</p>	<p>Year 6: Accelerate progress through quality first teaching. Reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive.</p>	<p>Narrowing the Gap data indicates that the gap between PPG and other narrowed in writing and maths.</p>	<p>This model of support is not financially sustainable and the impact compared to expenditure does not justify the expense. Instead an alternative model of focused intervention by the teacher will be trialled this year.</p>	
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<p>Increased, regular and consistent input will support teachers to close the gap between PP and non PP children</p>	<p>Year 4: Increasing TA hours for improved intervention provision. Small group size, increased focus on individual needs</p>	<p>Accelerated progress in Year 4</p>	<p>TA provision to be sustained and matched to skillset.</p>	
<p>Removing the social and emotional barrier that impact children's learning. Improving children's self-esteem and confidence</p>	<p>Year 3: Social skills sessions, every afternoon. A lunchtime group to build relationships and friendships.</p>	<p>Input has impacted on esteem and relationships for some of key children.</p>	<p>Ongoing work on social and emotional needs will be continued and based on need.</p>	
<p>To overcome behaviour which could act as a barrier to learning.</p>	<p>Fund counselling sessions for individual children in need of more specialist social and emotional support</p>	<p>Involvement with CLEER and Dreadnought has impacted positively on selected pupils.</p>	<p>Funding will continue to be available for counselling on a case by case basis.</p>	

<p>Outdoor learning links will improve enjoyment and engagement with reading-leading to improved outcomes</p> <p>Outdoor learning links will support children to become increasingly resilient and build their self esteem</p>	<p>Develop the outdoor classroom and ensure each class has a timetabled slot to experience it.</p> <p>Link books to a range of outdoor activities.</p> <p>Increase participation levels in outdoor learning experiences.</p> <p>Train staff to deliver sessions/activities</p>	<p>Outdoor learning is valued but not yet fully embedded across all classes. Training in later part of the year did not take place.</p>	<p>The value of Outdoor learning and its impact upon behaviour and engagement will feature in ongoing CPD with a requirement for all classes to take part.</p>	<p>£22006</p>
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6. Planned expenditure

Academic year

2018-19

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A To ensure disadvantaged pupils with low entry baselines make accelerated progress from their starting points and achieve a Good Level of Development.	Parents asked to fill out application in June 2018 to ensure identification of PPG children. Baseline assessment to be carried out to ensure accurate starting point and targeted interventions. Half-termly pupil progress meetings ensure effective monitoring. Ensure SEN are recognised promptly. Additional staffing by experienced HLTA to ensure targeted interventions can take place.	Early identification of PPG pupils and their needs ensures that rapid progress can be made. Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. EEF plus 6 months.	Check registers for names/addresses of unidentified PPG children. Ensure accurate baseline assessment. Review provision of targeted intervention half-termly. SEN meeting half-termly.	HT, SJ, SENCo	January 2019 – There is still a focus on encouraging parents to apply for PPG. Pupil progress meetings have focus on PPG children. HLTA provision facilitates focus on accelerating progress. Next review – July 2019

<p>B Raised attainment for PPG children through all stages of the school.</p>	<p>Ensure that all PPG children are registered and known to staff. Teachers to have PM target to implement a strategy to raise attainment. Ensure quality first teaching for all children. Moderated assessment ensures data tracking is accurate. Regular data tracking informs targeted support. Invest in Maths Mastery training to increase confidence and proficiency in teaching maths. Introduce the provision of a library and increase the stock of books so that all children can access age appropriate and engaging texts. Revise and fully implement new Behaviour Policy. Whole staff training in Emotion Coaching to increase impact on childrens' ability to self-regulate. Quality CPD accessed through the MAT improves quality of teaching. Pupil Premium Governor impacts positively on school based work. Appraisal targets include</p>	<p>We must ensure that all eligible children are in receipt of benefits. Staff must be proactive in ensuring best outcomes for PPG children. Teachers must keep themselves informed of current thinking.</p> <p>The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months' progress</p>	<p>Regular checks on register of PPG children and reminders of eligibility on newsletter and parent meetings. PM review meetings enable HT to analyse impact of strategies on attainment of PPG children. Teachers share ideas in SMS.</p> <p>Regular opportunities to moderate data in school and across MAT.</p> <p>Monitoring schedule enables HT and subject leads to review quality first teaching and impact of CPD.</p> <p>Pupil conferencing and increasing attainment in reading evidences impact of investment in books.</p> <p>Improving behaviour is evidenced in Behaviour File reviews, lesson observations and parent meetings.</p> <p>Emotion Coaching is embedded in daily life of school.</p> <p>Impact of CPD is evidenced in monitoring.</p> <p>Termly meetings between HT and PP Governor evidence impact.</p> <p>Appraisal review notes.</p>	<p>HT and all staff</p>	<p>January 2019- all teachers currently researching and implementing PPG strategy to accelerate progress. HT monitoring focus on QFT for all children to benefit PPG children. Pupil progress meetings focus on PPG progress. Maths mastery training has taken place. £2500 invested in library books with pupil voice taken account of. Behaviour policy revised and implemented. Emotion Coaching training has taken place. PPG lead attends Crofty MAT PPG network with positive impact. PPG Governor meets regularly with PPG lead. Next review – July 2019</p>
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<p>C PPG children make accelerated progress through all stages of the school.</p>	<p>Ensure all barriers to learning are identified and supported. LM, SENCo, Autism Champion and Dyslexia Champion are fully informed about PPG children and prioritise their needs. Reading Lead has daily monitoring time to ensure continued high standards of Phonics teaching. Reading lead and Reading Teachers are given time for quality training at least monthly. Half termly pupil progress meeting. Half termly SEN meeting. Whole school TIS training ensures staff can support need. Subject leaders receive necessary training and impact positively on progress in their areas.</p>	<p>From prior experience we know that daily monitoring means that provision is consistently good or better. Monitoring informs future training needs ensuring that provision is constantly improving. Staff regular release time to discuss progress and SEN with relevant leads to ensure that good progress is celebrated and shared and less than good progress is swiftly acted upon. TIS practitioners will be better supported if all staff are trained. They will be able to act more swiftly on identified needs. Leadership structure needs to extend to middle leaders.</p>	<p>Regular meeting time between key staff ensures that key interventions are planned and delivered. HT meets with Reading Lead regularly to discuss observations and actions. Phonics training impacts on delivery of sessions. Pupil progress meeting notes indicate positive progress. SEN meeting notes indicate appropriate identification and impactful intervention. TIS training impacts on whole school practice. Subject leaders action plans evidence progress made towards targets.</p>	<p>HT</p>	<p>January 2019- PPG is key topic for all leads in school. Phonics interventions focused on PPG children. SEN and Progress meetings happen regularly. Next review – July 2019</p>
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<p>D Increase attendance rates for pupils eligible for pupil premium.</p>	<p>Ensure that LM prioritises PPG children for attendance meetings and swift intervention.</p> <p>Invest in attendance rewards to raise profile. Act swiftly when individuals are at risk of missing target. Continue to fund EWO. Ensure outdoor learning and engaging educational visits are planned for each year group.</p>	<p>Our target attendance is 96% as evidence shows that this is the level which allows for best progress and attainment. We recognise that there are barriers for some children in attaining this target and that we need to support parents in this aim. Parents respond well to friendly support at first. The EWO supports our aim when other approaches have not worked.</p> <p>Attendance rewards raise the profile of full attendance and incentivise parents to support with this aim. We recognise that when children are happy and engaged at school they want to attend regularly. Evidence shows that children who learn outdoors and off-site have increased enjoyment and engagement.</p>	<p>Weekly HT LM meeting to monitor action and impact.</p> <p>Conferencing shows that children value attendance awards.</p> <p>EWO impacts on cases where school based action has not resulted in increased attendance.</p> <p>Conferencing evidences improved attendance as a result of outdoor learning.</p>	<p>HT, TB, Office Staff</p>	<p>January 2019- PPG attendance remains a concern. HT and LM meet regularly to review provision and actions.</p> <p>Outdoor education has an increasing profile in school. Next review – July 2019</p>
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<p>E Ensure PPG parents engage positively with school and are equipped to support learning at home.</p>	<p>Provide uniform for children in receipt of PPG. Subsidise trips, residential and swimming for those children in receipt of PPG. Teachers hold events which engage parents in learning and enable them to help at home. HT holds termly Parent Council and monitors attendance. Class assemblies highlight key learning.</p>	<p>Parental engagement in early years education is consistently associated with children's subsequent academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months' progress over the course of a year. Helping with funding means that our parents are more inclined to feel positively towards the school and what we offer.</p>	<p>HT to monitor payment and attendance at residential. Monitor attendance at parent learning events and consider modifications if needed. New Parent Council to ensure that parent voice is heard.</p>	<p>HT</p>	<p>January 2019- Parent Council took place in Autumn and is planned for Spring. Class assemblies are successful vehicles for sharing learning with parents. Funding support is available for residential. Next review – July 2019</p>
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Total budgeted cost £26,842

ii. Targeted support

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A To ensure disadvantaged pupils with low entry baselines make accelerated progress from their starting points and achieve a GLD</p>	<p>Swift action from early baseline ensures that needs are identified. Targeted intervention by HLTA means that progress is accelerated.</p>	<p>The sooner quality intervention is put into place, the more likely the child is to keep up, not catch up. HLTA is an additional member of staff each morning to allow for intervention to take place by known member of staff.</p>	<p>Monitoring in Pupil Progress meetings and SEN meetings to ensure maximum impact.</p>	<p>HT and JW</p>	<p>January 2019- HLTA provision is focused on PPG children. Next review – July 2019</p>

<p>B Raised attainment for PPG children through all stages of the school.</p>	<p>Trial the use of Third Space Learning for selected Y5/6 pupils to raise attainment in maths.</p> <p>Phonics intervention by HLTA three times per week.</p> <p>Focused intervention by HLTA timetabled to each class.</p> <p>Year 6 teacher to be released to deliver booster sessions to PPG children.</p>	<p>Third Space learning has been successfully trialled by another school in our MAT. This year we will analyse whether it impacts on our selected pupils.</p> <p>This worked successfully last year.</p> <p>Staff restructure has allowed for additional HLTA time. Teachers informed by Progress meetings will target subgroups.</p> <p>Quality first teaching/pre-teaching is known to impact best when delivered by teacher to individuals/small groups.</p>	<p>Baseline and exit data for selected children. Conference children about the process.</p> <p>Each round of assessment identifies progress made and new key children.</p> <p>Pupil progress meeting notes evidence impact.</p> <p>Pupil progress meeting notes evidence impact.</p>	<p>HT</p> <p>TR</p> <p>HT</p> <p>HT</p>	<p>January 2019- TSL is running with positive impact. Phonics intervention has impacted on PPG children. HLTA intervention impacts on PPG children.</p> <p>Year 6 booster sessions to focus on PPG children – pre-teach or consolidate.</p> <p>Next review – July 2019</p>
<p>C PPG children make accelerated progress through all stages of the school.</p>	<p>Targeted children work with volunteer and the Reading Dog to increase engagement and enjoyment of reading.</p> <p>Pupil Progress meeting notes identify key groups of children.</p>	<p>Prior experience has shown that this intervention is impactful on engagement.</p> <p>Intervention groups need to be carefully chosen and must focus on PPG children who most need to make progress.</p>	<p>Conferencing of children about their experience.</p> <p>Meeting notes evidence impact.</p>	<p>JW</p> <p>JK</p>	<p>Next review – July 2019</p>

<p>D Increase attendance rates for pupils eligible for pupil premium.</p>	<p>LM interacts with key families to ensure positive support. Office staff provide HT with relevant data. LM meets weekly with HT to discuss actions and barriers. HT engages with parents on the gate. Class teachers appraisal targets are linked to attendance. LM and HT involve other agencies where needed.</p>	<p>Prior experience shows that, in the first instance, positive support is most effective. Class teachers are able to discuss issues with parents and note patterns.</p>	<p>Weekly meeting with LM and HT to look at trends and key actions.</p>	<p>HT LM</p>	<p>Next review – July 2019</p>
<p>E Ensure PPG parents engage positively with school and are equipped to support learning at home.</p>	<p>Actively involve EYFS parents in PTA, Parent Council and workshops on learning. Support other funding where necessary and where clear impact will be evidenced.</p>	<p>Parental engagement in early year's education is consistently associated with children's subsequent academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months' progress over the course of a year.</p>	<p>Monitor attendance at key events and adjust where needed.</p>	<p>HT</p>	<p>Next review – July 2019</p>

Total budgeted cost					£35,842
iii. Other approaches					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A To ensure disadvantaged pupils with low entry baselines make accelerated progress from their starting points and achieve a Good Level of Development.	Buy in specialised SALT support and then ensure provision is given by HLTA. Ensure that children are given a wide choice of outdoor continuous provision.	Communication is key for children and rapid action will ensure that progress in communication can be made. Learning through play in the outdoors will impact on engagement and enjoyment of learning.	SENCo to monitor. HT/ TR to monitor. Specialised CPD to be purchased in January 2019	JW	July 2019
B Raised attainment for PPG children through all stages of the school.	Accessing of specialised services for children when required.	It is vital that needs are promptly recognised and that staff know which services are appropriate.	This will be monitored as and when required.	HT/SENCo.	July 2019
C PPG children make accelerated progress through all stages of the school.	Accessing of specialised services for children when required.	It is vital that needs are promptly recognised and that staff know which services are appropriate.	This will be monitored as and when required.	HT/SENCo	July 2019

D Increase attendance rates for pupils eligible for pupil premium.	Buy in time from EWO and other agencies. Use pupil voice to find incentives for attendance	It is essential to access other sources of expertise on how to increase attendance. Pupils will tell us which rewards they most value.	Chosen actions must impact positively on PP attendance		July 2019
E Ensure PPG parents engage positively with school and are equipped to support learning at home.	Engagement of Families First and other agencies to creatively plan for opportunities for joint learning,	If parents do not engage through traditional measures then we must be more creative in finding ways to engage positively with them.	Entry and exit surveys or informal methods of collecting evidence show an increase in positive engagement.		July 2019
Total budgeted cost					£18,382
Total budgeted cost of all three strands					£80700
<p>7. Additional detail HT is the Pupil Premium Champion. Matt Bull is the Pupil Premium Governor. They meet at least termly to discuss progress towards objectives. Reports are shared at LGB meetings. HT attends regular Crofty MAT PPG meetings where key learning is shared.</p>					



