



Wallsend Jubilee Pupil Premium Strategy Statement



1. Summary information					
School	Wallsend Jubilee Primary School				
Academic Year	2018/19	Total PP budget	£128, 430	Date of most recent PP Review	April 2019
Total number of pupils	371	LAC PP	10%	Date for next internal review of this strategy	July 2019
Number of pupils eligible for PP	129	PP children with Emotional needs as a barrier to learning	53.4%		

2. Current attainment (2017/18)		
End of KS2 (11 pupil premium children)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths in year 6	82%	82% (NA 64%)
% making progress in reading in year 6	82%	82% (NA 75%)
% making progress in writing in year 6	91%	88% (NA 78%)
% making progress in maths in year 6	82%	91% (NA 76%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	School context of deprivation: Our school context of deprivation means that there are a large number of families facing social and economic challenges which can often lead to low parental engagement and communication. Our school deprivation indicator shows that 36% of all our pp children come from a decile 3, 2 or 1. Low parental engagement results in parents feeling un able to support their children in their learning.
B.	Pupil premium children with SEND needs: In specific cohorts there are a large proportion of PP children who also have SEND needs. The following shows the percentage of PP children with SEND. In year 3 25 %, in year 5 42.8% and 20% in year 6.
C.	Social Care and emotional needs: 11/16 of our vulnerable children are pupil premium. Overall 43% of our pupil premium children have emotional needs as a primary or secondary barrier to learning. Out of those children 28.5% are new intake.

External barriers (issues which also require action outside school, such as low attendance rates)

D. **Lower attendance:** Overall attendance figures show that non pp children have a higher attendance record compared with pupil premium children in all year groups apart from in year 6 where pupil premium children have a 1.05% higher percentage of attendance compared with non pp.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Improve attainment and progress in reading, writing and maths for PP children across all cohorts.</p> <p>Continue to increase the parental engagement through a variety of events/activities that will better inform the parents of what their children do in school by discussing and modelling the schools approaches and policies for different subjects. This means they can then support them in their learning.</p>	<p>Mrs Hawkins will ensure that all pupil premium in current year 5 continue to make progress that is similar or better to non-pupil premium children, closing the ARE gap in maths and reading.</p> <p>All parents including parents of PP children to have a better understanding of the curriculum and how children learn. Parents feel that they are better equipped to support their children in their learning.</p>
B.	<p>To improve the attainment and progress in reading, writing and maths for our pupil premium children with SEND needs (Specifically year 3 and 5).</p>	<p>Pupil eligible for pupils premium across the school make accelerated progress, narrowing the ARE gap between PP and non PP children.</p>
C.	<p>To support the social, emotional and mental health of pupil premium children so we can continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including the more able disadvantaged pupils with a particular focus on reading and writing.</p>	<p>Pupils eligible for PP across the school make rapid progress so that the gap between themselves and non PP is narrowed and a high proportion of pupils make age related expectation.</p>
D.	<p>To increase the attendance rates for all pupil premium children across the school. Ensure that the attendance rate of PP children is similar with non PP children.</p>	<p>Overall attendance rate of all pupil premium pupils improves. The attendance rats of PP children improves so that attendance rates are better than national average.</p>

5. Planned expenditure

Academic year

2018/19

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 implementation?
To increase the amount of PP achieving greater depth by the end of reception, year 2 and year 6 in reading, writing and maths.	<p>Curriculum meetings to take place for maths and literacy</p> <p>Quality first teaching from ALL teachers in school as they all contribute to the data outcomes in EYFS, end of KS1 and end of KS2.</p> <p>Attendance at nurture groups to develop confidence and behaviour for learning traits</p> <p>Targeted support from HLTA 's/TAs</p>	<p>Data shows that a larger percentage of non PP achieve greater depth compared to PP children.</p> <p>Parents will continue to be further informed of strategies used in school to develop their child's knowledge and understanding.</p>	<p>Middle leaders to lead curriculum meetings with up to date information</p> <p>CPD for staff</p> <p>Targeted group of children identified for both maths and English.</p> <p>Increased support time given to those children by the class teacher or the HLTA on a daily basis.</p> <p>Regular learning walks</p> <p>Regular observations</p> <p>Regular moderation of writing</p> <p>Regular book scrutinies</p> <p>Termly data input and analysis</p> <p>Termly pupil progress meetings with headteacher</p>	<p>S.Fenton (Teacher & Literacy Lead)</p> <p>J.McKay (Maths Lead)</p> <p>J.Tappenden (Teacher)</p> <p>L.Bryson</p> <p>B.Hawkins (DHT)</p> <p>D.Harrison (Headteacher)</p> <p>HLTAs & TAs</p>	<p>Termly data collection</p> <p>Termly pupil progress meetings</p>

<p>To narrow the ARE gap in reading and writing between PP and non PP children</p>	<p>Primary Literacy Project approach to be used across school (<i>Running over 2 years</i>)</p> <p>Curriculum meetings to take place for maths and literacy</p> <p>Quality first teaching</p> <p>Targeted TA and HLTA support for identified PP children.</p> <p>The following intervention groups will be completed: 1st Class @ Number Read, Write Inc Read, Write Inc Spelling Write Away Together</p> <p>Homework club</p>	<p>Data shows that a large proportion of PP children in most year groups have not yet achieved age related expectations in reading and writing (Especially writing)</p> <table border="1" data-bbox="734 256 1200 419"> <thead> <tr> <th rowspan="2">NC Year Group</th> <th colspan="3">Reading</th> <th colspan="3">Writing</th> </tr> <tr> <th>Autumn Gap between PP and non PP</th> <th>Summer Gap between PP and non PP</th> <th>Attainment for 2017.18 -/+</th> <th>Autumn Gap between PP and non PP</th> <th>Summer Gap between PP and non PP</th> <th>Attainment for 2017.18 -/+</th> </tr> </thead> <tbody> <tr> <td>R</td> <td></td> <td>-39.1</td> <td></td> <td>-26.7</td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>-9.1%</td> <td>-14.6%</td> <td>-5.5%</td> <td>+0.8%</td> <td>-11.5%</td> <td>-12.3%</td> </tr> <tr> <td>2</td> <td>-54.3%</td> <td>-22.9%</td> <td>+31.4%</td> <td>-33%</td> <td>-32.1%</td> <td>+0.9%</td> </tr> <tr> <td>3</td> <td>-8.1%</td> <td>+1.6%</td> <td>+9.7%</td> <td>+8.8%</td> <td>+3.9%</td> <td>-5.3%</td> </tr> <tr> <td>4</td> <td>-40.1%</td> <td>-39.7%</td> <td>+0.4%</td> <td>-47.7%</td> <td>-70.8%</td> <td>-23.1%</td> </tr> <tr> <td>5</td> <td>-6.7%</td> <td>-36%</td> <td>-29.3%</td> <td>-47.7%</td> <td>+3%</td> <td>+55.3%</td> </tr> <tr> <td>6</td> <td>-6.7%</td> <td>-14.2%</td> <td>-7.5%</td> <td>-14.8%</td> <td>+3.9%</td> <td>+18.7%</td> </tr> </tbody> </table> <p>Curriculum meetings have worked well in the past and parents will be further informed of strategies used in school to develop their child's knowledge and understanding.</p>	NC Year Group	Reading			Writing			Autumn Gap between PP and non PP	Summer Gap between PP and non PP	Attainment for 2017.18 -/+	Autumn Gap between PP and non PP	Summer Gap between PP and non PP	Attainment for 2017.18 -/+	R		-39.1		-26.7			1	-9.1%	-14.6%	-5.5%	+0.8%	-11.5%	-12.3%	2	-54.3%	-22.9%	+31.4%	-33%	-32.1%	+0.9%	3	-8.1%	+1.6%	+9.7%	+8.8%	+3.9%	-5.3%	4	-40.1%	-39.7%	+0.4%	-47.7%	-70.8%	-23.1%	5	-6.7%	-36%	-29.3%	-47.7%	+3%	+55.3%	6	-6.7%	-14.2%	-7.5%	-14.8%	+3.9%	+18.7%	<p>Targeted group of children identified for both maths and English.</p> <p>Increased support time given to those children by the class teacher or the HLTA on a daily basis.</p> <p>Regular learning walks</p> <p>Regular observations</p> <p>Regular moderation of writing</p> <p>Regular book scrutinies</p> <p>Termly data input and analysis</p> <p>Termly pupil progress meetings with headteacher</p> <p>Evidence of impact will be collected through PUMA, PIRA and HAST tests termly and social and emotional progress will be measured using Sterling Children's Wellbeing.</p> <p>Opportunities for NQT's to observe other experienced teachers</p>	<p>S.Fenton (Teacher & Literacy Lead)</p> <p>J.McKay (Maths Lead)</p> <p>Individual class teachers</p> <p>HLTAs and TAs</p> <p>B.Hawkins (DHT)</p> <p>D.Harrison (Headteacher)</p> <p>C.Miller (SENCO)</p> <p>J.Tappenden</p>	<p>Monitoring carried out by HT and Pupil Premium Manager</p> <p>Regular monitoring of PP books</p> <p>Collect pupil voice before PLP and at the end of the year once PLP has been used</p>
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Total budgeted cost

£39, 200

ii. Targeted support

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?
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<p>The attainment and progress gap between PP children and non PP children continue to close in years 3, 5 and 6, focusing on PP children with SEND needs.</p>	<p>Quality first teaching using a range of strategies offered by outside agencies and the schools' SENCO. Small group support and 1:1 support when necessary. Rapidly improve progress through booster groups in maths, reading and writing. Targeted TA support in class to boost pupils knowledge and understanding.</p>	<p>Teaching is at least good across the school there for teaching will be to a good standard. Booster groups have worked well in the past, lifting our year 6 SATs above national.</p>	<p>Headteacher drop-ins will monitor quality of teaching and analyse progress over time through observation, pupil voice and progress.</p>	<p>L.Bryson C.Miller (SENCO) D.Harrison (Headteacher) B.Hawkins (Deputy/booster) HLTAs & TAs J.Tappenden</p>	<p>Half-termly reviews</p>
<p>To positively develop social, emotional and mental health</p>	<p>Identified PP children to attend nurture group support with our Parent Liaison Officer (Reception- Miss Storey, TA). Games clubs over lunchtime Creating in the invention shed</p>	<p>Previous nurture groups have been very successful across the school. It has been proven that children have more positive behaviour over lunch time when their time is structured with clubs. They are able to identify and cope with a range of feelings and become more aware of their feelings and how to help themselves when they are feeling a certain way. The Invention Shed is popular with children.</p>	<p>Children will be given a questionnaire to complete at the beginning and at the end of a unit with Mrs Bryson, this will measure their feelings and developments during their time in nurture group. Professional dialogue between Mrs Bryson, Miss Tappenden and Mr Harrison at the mid-point and end of the program will highlight next steps to further progress children's knowledge and understanding. Support from Rising Sun 'House of Objects' if necessary</p>		
Total budgeted cost					<p>£53, 000</p>
<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p>Parents are better informed of how their children learn and are willing to engage with school to support their children's learning.</p> <p>Parents provide a better role model to their children regarding the importance of lifelong learning.</p>	<p>All staff with management responsibilities (Subject leaders, middle managers and SLT) to host/organise a parental engagement event/activity that will better inform parents of the work children complete at school.</p>	<p>Feedback has shown that curriculum meetings have developed the parent/carers knowledge and understanding about how their child learns and how to support them further.</p>	<p>Measure the attendance at each event</p> <p>Use questionnaires at the beginning and at the end of each event to evaluate the impact of each parental session.</p>	<p>All teachers</p> <p>D.Harrison (Headteacher)</p> <p>B.Hawkins (DHT)</p> <p>L.Bryson</p>	<p>After each event</p> <p>After parents evening questionnaire</p>
<p>To increase attendance rates for all pupils across the school. Ensure that the attendance rates for PP children improves.</p>	<p>Parental engagement events as outlined above.</p> <p>School to design and implement an attendance brochure to identify the importance of attendance.</p> <p>Continue to develop the traffic light attendance system to encourage improved attendance.</p> <p>L.Bryson to review PP attendance fortnightly and contact parents if necessary.</p> <p>Children to be rewarded for good attendance, weekly prizes.</p>	<p>The parents/carers of PP children with lower attendance rates tend to avoid contact with the school. A large portion of our vulnerable pupils are PP. Parents will be supported to bring their child to school if they are unable to.</p> <p>Parents see the importance of school attendance therefore their child's attendance will improve, as increased parental engagement directly links to increased pupil attendance and progress.</p>	<p>Send home information leaflets highlighting the importance of a consistent education, making consequences of poor attendance clear. Make it high priority in school</p> <p>Parents understand that lateness and poor attendance can add up to a significant chunk of missed learning time. Parents also understand that poor punctuality means children can miss the same subject at the beginning of the day and that will greatly affect their knowledge development in a specific area of the curriculum.</p> <p>Analyse school attendance. Ensure Parent Liaison Officer has the appropriate time to engage with parents and support their needs weekly, reviewing cases fortnightly.</p>	<p>L.Bryson</p> <p>D.Harrison (Headteacher)</p> <p>B.Hawkins (DHT)</p> <p>J.Tappenden</p> <p>All teachers</p>	<p>Fortnightly review of attendance</p> <p>Collate information regarding parental engagement after each event.</p>
Total budgeted cost					£40, 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														
PP pupils in year 6 to make expected or better progress to ensure there is no gap between PP and non PP pupils	Small group teaching in literacy and numeracy AM with an experienced teacher.	PP pupils have made at least expected progress in maths, reading and writing. In maths 54.5% made more than 6 steps, in reading 45.4% made more than expected progress and in writing 72.7 % made more than expected progress.	Small group booster in English and maths works well. We will continue to use this approach in 2018/19															
PP pupils in year 2 to make rapid progress to ensure that the gap is narrowed between PP and non PP pupils	<p>Curriculum meetings to take place for maths and literacy</p> <p>Quality first teaching from experienced year 2 teachers</p> <p>Attendance at nurture groups to develop confidence and behaviour for learning traits</p> <p>Targeted support from HLTA for 2 hours daily</p>	<p>PP pupils in year 2 made similar progress to non PP pupils.</p> <table border="1" data-bbox="707 707 1254 805"> <thead> <tr> <th colspan="2"></th> <th>Pupil Premium</th> <th>Non -Pupil Premium</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Year 2 Total 12 PP/FSM6</td> <td>Reading</td> <td>5.9</td> <td>6.6</td> </tr> <tr> <td>Writing</td> <td>6.1</td> <td>6.6</td> </tr> <tr> <td>Maths</td> <td>6.5</td> <td>6.6</td> </tr> </tbody> </table> <p>The ARE gap between PP and non PP pupils in year 2 narrowed throughout the year.</p>			Pupil Premium	Non -Pupil Premium	Year 2 Total 12 PP/FSM6	Reading	5.9	6.6	Writing	6.1	6.6	Maths	6.5	6.6	<p>Pupil premium made similar progress compared with non-pupil premium children. 25% PP children in year 2 also have SEND needs, a further 33.3% are being monitored by the SENCO. The attainment gap between PP and non PP narrowed in all areas (In maths the gap closed by 39%, in writing by 0.9% and 31.4% in reading) however many PP are still working below ARE. Most PP children made good progress and without the support and interventions the gap would have been greater. The attainment gaps between PP and non-PP are as follows:</p> <p>Maths:3.6% Reading: 22.9% Writing: PP outperforming non PP by 0.9%</p> <p>A larger focus will be on children who are pupil premium with SEND needs next academic year.</p>	
		Pupil Premium	Non -Pupil Premium															
Year 2 Total 12 PP/FSM6	Reading	5.9	6.6															
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<p>Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including the more able disadvantaged pupils with a particular focus on mathematics as it is a school priority.</p>	<p>Curriculum meetings to take place for maths and literacy</p> <p>Quality first teaching</p> <p>Targeted TA and HLTA support for identified PP children.</p> <p>The following intervention groups will be completed: 1st Class @ Number Read, Write Inc Read, Write Inc Spelling Write Away Together</p> <p>Homework club</p>	<p>In comparison to non PP children, PP children made similar progress in reading, writing and maths generally. In certain year groups, attainment gaps narrowed and in some cases PP children outperformed non PP children.</p> <p>In year 4 the attainment gap widened even though progress was similar to non PP children. A total of 42.8% of PP children in year 4 currently have SEND needs.</p> <p>In year 5 the attainment gap between non PP children and PP closed by 55.3% in writing, PP children have now outperformed non PP children however the attainment gap grew between PP and non PP in maths and reading.</p>	<p>Small booster sessions do work for many PP children, we will continue to use them next year targeting specific cohorts (Year 3, 5 and 6 see intervention data).</p> <p>The SENCO and PP manager will work closely together to review the progress and attainment of PP children with SEND needs. Interventions will be put in place to help boost their knowledge and understanding.</p>	<p>£103, 207</p>
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ii. Targeted support

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<p>The attainment and progress of PP children to match that of non PP children</p> <p>To develop strong behaviour for learning traits and readiness to learn</p>	<p>Identified PP children to attend nurture group support with our Parent Liaison Officer (Reception-Miss Storey, TA).</p> <p>Games clubs over lunchtime</p>	<p>PP children made similar progress to non PP children.</p> <table border="1" data-bbox="672 1093 1377 1268"> <thead> <tr> <th rowspan="2">NC Year Group</th> <th colspan="3">Reading</th> <th colspan="3">Writing</th> <th colspan="3">Maths</th> </tr> <tr> <th>Autumn Gap between PP and non PP</th> <th>Summer Gap between PP and non PP</th> <th>Progress for 2017.18 +/-</th> <th>Autumn Gap between PP and non PP</th> <th>Summer Gap between PP and non PP</th> <th>Progress for 2017.18 +/-</th> <th>Autumn Gap between PP and non PP</th> <th>Summer Gap between PP and non PP</th> <th>Progress for 2017.18 +/-</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>+0.1</td> <td>+0.1</td> <td>0</td> <td>+0.1</td> <td>+0.1</td> </tr> <tr> <td>1</td> <td>-0.1</td> <td>-0.2</td> <td>-0.1</td> <td>-0.1</td> <td>-0.4</td> <td>-0.3</td> <td>+0.2</td> <td>-0.2</td> <td>-0.4</td> </tr> <tr> <td>2</td> <td>-0.5</td> <td>-0.7</td> <td>-0.2</td> <td>-0.6</td> <td>-0.7</td> <td>-0.1</td> <td>0</td> <td>-0.1</td> <td>-0.1</td> </tr> <tr> <td>3</td> <td>+0.2</td> <td>+0.1</td> <td>+0.1</td> <td>0</td> <td>0</td> <td>0</td> <td>+0.2</td> <td>+0.4</td> <td>+0.2</td> </tr> <tr> <td>4</td> <td>-0.7</td> <td>0</td> <td>+0.7</td> <td>-0.5</td> <td>-0.4</td> <td>+0.1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>5</td> <td>+0.1</td> <td>+0.1</td> <td>0</td> <td>-0.9</td> <td>-0.3</td> <td>+0.6</td> <td>+0.6</td> <td>+0.4</td> <td>-0.2</td> </tr> <tr> <td>6</td> <td>-0.4</td> <td>+0.5</td> <td>+0.9</td> <td>-0.1</td> <td>+0.9</td> <td>+1</td> <td>0</td> <td>+0.2</td> <td>+0.2</td> </tr> </tbody> </table> <p>98% of all PP children attending nurture groups said they felt more confident in school and more willing to join in with whole class tasks. Games clubs allowed PP children to receive small group support to develop emotional and social skills.</p>	NC Year Group	Reading			Writing			Maths			Autumn Gap between PP and non PP	Summer Gap between PP and non PP	Progress for 2017.18 +/-	Autumn Gap between PP and non PP	Summer Gap between PP and non PP	Progress for 2017.18 +/-	Autumn Gap between PP and non PP	Summer Gap between PP and non PP	Progress for 2017.18 +/-	R	0	0	0	0	+0.1	+0.1	0	+0.1	+0.1	1	-0.1	-0.2	-0.1	-0.1	-0.4	-0.3	+0.2	-0.2	-0.4	2	-0.5	-0.7	-0.2	-0.6	-0.7	-0.1	0	-0.1	-0.1	3	+0.2	+0.1	+0.1	0	0	0	+0.2	+0.4	+0.2	4	-0.7	0	+0.7	-0.5	-0.4	+0.1	0	0	0	5	+0.1	+0.1	0	-0.9	-0.3	+0.6	+0.6	+0.4	-0.2	6	-0.4	+0.5	+0.9	-0.1	+0.9	+1	0	+0.2	+0.2	<p>Nurture groups and counselling massively supported the mental, social and emotional wellbeing of our PP children. This made a positive impact on their learning in class.</p> <p>Next year we will continue to offer a range of nurture groups and counselling.</p>	<p>£27, 793</p>
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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
<p>Parents are better informed of how their children learn and are willing to engage with school to support their children's learning.</p> <p>Parents provide a better role model to their children regarding the importance of lifelong learning.</p>	<p>All staff with management responsibilities (Subject leaders, middle managers and SLT) to host/organise a parental engagement event/activity that will better inform parents of the work children complete at school.</p>	<p>The attendance of parents/guardians joining pupil progress meetings or attending events in school for PP children grew throughout the year. For example: At the reception/KS1 Read, Write Inc learning walk held for parents/carers, 34/62 of attendees were parents/carers of PP children.</p>	<p>Parents must continue to be informed about ways to support their children at home and so they understand the importance of a wide and varied curriculum for their child.</p> <p>We will continue to host events where parents can attend and observe children and teachers carry out a range of activities in many curriculum subjects.</p>	
<p>To increase attendance rates for all pupils across the school. Ensure that the attendance rates for PP children improves.</p>	<p>Parental engagement events as outlined above.</p> <p>School to design and implement an attendance brochure to identify the importance of attendance.</p> <p>Continue to develop the traffic light attendance system to encourage improved attendance.</p>	<p>Non PP children still have better attendance than PP children however 35.4% of PP children have less than 90% attendance compared to the 58.3% of non PP children who have less than 90% attendance. In many cases individuals have</p>	<p>Using a traffic light system to inform parents about their child's attendance worked well as all parents can clearly see which zone their child is in. School are clearly able to see which children are below in attendance and can begin next steps to encourage parents to improve their child's attendance. We need to monitor PP attendance more closely, following the same approaches we use now but with fortnightly reviews. School will also promote attendance further to pupils using a weekly reward system.</p>	<p>£11, 075</p>

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk

