

## Pupil Premium Strategy Statement (Draft):

1. Summary information					
<b>School</b>	Palace Fields Primary School				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	c£120,420 (this is likely to increase during the year)	<b>Date of most recent PP Review</b>	Sept 2019
<b>Total number of pupils* Sept 2019</b>	177	<b>Number of pupils eligible for PP</b>	Currently 89 (likely to increase during year)	<b>Date for next internal review of this strategy</b>	Apr 2020

2. Current attainment			
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school)</i>	<i>Pupils not eligible for PP (national)</i>
<b>% who achieved Expected Standard in reading, writing and maths end of KS2 2019</b>	9/22 = 41%	2/7 = 29%	71% (provisional)
<b>% who achieved Expected Standard in reading, writing and maths end of KS1 2019</b>	5/10 = 50%	13/18 = 72%	
<b>Phonics attainment end of Year 1 2019</b>	8/12 = 67%	8/11 = 73%	84%
<b>% achieving in reading, writing and maths (R to Y6, July 2019)</b>			
<b>% making progress in reading</b>			
<b>% making progress in writing</b>			
<b>% making progress in maths</b>			

3. Barriers to future attainment (for pupils eligible for PP including high ability)
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )

<b>A.</b>	Phonic and language skills in Reception/KS1 are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.
<b>B.</b>	Majority of school who are eligible for PP are below the expected standards in Reading.
<b>C.</b>	Majority of school who are eligible for PP are below the expected standards in Writing.
<b>D.</b>	Majority of school who are eligible for PP are below the expected standards in Maths.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Attendance rates for pupils eligible for PP are lower than non-PP students. This reduces their school hours and causes them to fall behind on average.
<b>F.</b>	A group of pupils eligible for PP display having difficulties in Social and Emotional aspects of their learning including low confidence, low self-esteem and anxiety. This leads to this group of pupils underachieving.

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve phonic and language skills across EYFS and KS1 for pupils eligible for PP.	Pupils eligible for PPG in Reception/KS1 make rapid progress in Reading and Writing by the end of the EYFS/KS1 so that no significant gap exists.
<b>B.</b>	Higher levels of attainment for those pupils who are eligible for PP in Reading across school.	Improvement of PPG pupils attainment in Reading so that targets are met within each year group. For years 3 – 5 This will be assessed through NFER tests informing moderated teacher assessment. In Year 2 SATs will inform teacher judgement. In Year 6 assessed through SATs 2020.
<b>C.</b>	Higher levels of attainment for those pupils who are eligible for PP in Writing across school.	Improvement of PPG pupils attainment in Writing so that targets are met within each year group. This will be assessed through moderated teacher assessment.
<b>D.</b>	Raise standards in Maths for those pupils who are eligible for PP in across school.	Improvement of PPG pupils attainment in Maths so that targets are met within each year group. For years 3 – 5 This will be assessed through NFER tests informing moderated teacher assessment. In Year 2 SATs will inform teacher judgement. In Year 6 assessed through SATs 2020.
<b>E.</b>	Increased attendance rates of PP pupils.	Reduce the number of persistent absentees among PPG pupils to be in-line with the national average. To increase attendance of PPG pupils.
<b>F.</b>	Develop pupils' social and emotional well-being across the school, using Thrive online assessment tool to identify key individual gaps and whole class gaps.	Improvement of pupils' behaviour and motivation as monitored through whole school Thrive online assessments twice yearly.

## 5. Planned expenditure

**Academic year**      **2019/2020.**

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?
<p>A. Improved phonic and language skills.</p>	<p>Wellcomm screening tool and follow up actions.</p> <p>Core Power 'Steps' to be used in EYFS and KS1.</p> <p>Whole-school push on speaking in full sentences.</p> <p>Increase vocabulary by introducing WOW walls across all subjects.</p>	<p>Many different evidence sources, e.g. EEF Toolkit suggest Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading and that this expertise is a key component of successful teaching of early reading.</p> <p>Wellcomm tool has proven to have positive impact at other primary schools within The Heath Family (NW) MAT in raising CLL. Wellcomm was also used well in EYFS last year and had a good impact on the 2018-2019 Reception cohort.</p> <p>Speaking in full sentences is an approach used at Grange Park (Core Power main teaching school) – it has improved the speech of pupils and also had an impact on their writing – if children can speak in full sentences then they are more likely to write in full sentences.</p>	<p>Core Power 'Steps' has proven impact from last year's Y1 cohort at Palace Fields.</p> <p>Core Power 'Steps' provides opportunities to develop skills in inference and deduction and improve writing.</p> <p>Vice Principal to deliver Core Power Steps training to new staff and coach new and existing staff to improve practice.</p> <p>Vice Principal to oversee the delivery of 'Steps' to the one KS1 group – coaching the staff member where necessary.</p> <p>Regular monitoring of 'Steps' within the 8 week Core Power cycle.</p> <p>Half-termly 'Gap-finder' phonics assessment to monitor progress.</p> <p>Staff ongoing training needs to be met in-house – either by bitesize or Power training.</p> <p>Reporting to SLT half-termly on progress and attainment of children within Steps.</p> <p>EYFS lead to oversee Wellcomm screening and follow up assessments.</p> <p>Reporting to SENDCO, SLT and governing body on progress and attainment of Wellcomm within EYFS and KS1.</p>	<p>Principal/ Vice Principal – staff training in Core Power.</p>	<p>8 week cycle monitoring of Core Power Steps.</p> <p>Half-termly monitoring of Phonics.</p> <p>6 monthly monitoring of Wellcomm.</p>

			Ongoing reminders to all staff about speaking in full sentences. Staff will provide sentence stems and 'bounce back' to children who do not respond in full sentences when spoken to.		
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<p>B Improved reading across the school.</p>	<p>Through Power Steps and Power Literacy, ensure consistency in delivery of English lessons, including the approach to teaching reading. Daily paired reading as part of the approach.</p> <p>Further develop teachers' skills in teaching reading through CPD – Power Literacy/Power Steps – building on CPD training from last academic year.</p> <p>Continue to develop love of reading through increased opportunities as well as modelling love of reading by adults.</p> <p>Promote reading fluency by introducing 'The fluency factor' competition which will include parents.</p> <p>Improve reading comprehension by providing a range of question types – teachers model/guide inference and the depth Los provide opportunities for the children to really unpick the text.</p> <p>Introduce a reading team to listen to children in EYFS/KS1/ KS2 Lower attainers read daily.</p> <p>All other children to be heard read at least weekly.</p> <p>Develop the fluency and inference/deduction skills of pupils – with a focus on authorial intent through Power Literacy lessons – reading focus days.</p> <p>All areas within EYFS have opportunity for reading development.</p>	<p>The EEF Toolkit identifies that reading comprehension 'approaches which focus on learners' understanding of the text have had positive impacts'. We will continue to refine our teaching of reading across the curriculum teaching a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies and monitoring their own comprehension and identifying difficulties themselves. The EEF toolkit states that 'These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.'</p>	<p>Core Power Literacy has proven impact at Palace Fields Primary last academic year – as evidenced in in-house data.</p> <p>Vice Principal to deliver Core Power Steps training to new staff and coach new and existing staff to further improve practice.</p> <p>Children assessed prior to grouping to ensure that children are allocated to the right group – based on reading fluency. Constant monitoring of children – with children in the steps group regularly assessed against the steps text.</p> <p>Wednesday evening individual/group meetings with Vice Principal to check LOs and staff knowledge of their chosen text to ensure that reading tasks are closely matched to Los – ensuring opportunities for reading comprehension.</p> <p>Monitoring schedule arranged to include frequent 'drop-ins'/slide checks and coaching within literacy lessons – guide on the side.</p> <p>Reading team established with timetable in place. Half-termly monitoring of reading carried out by Literacy lead, assessment monitoring, book scrutiny, learning walks, pupil progress meetings.</p> <p>Moderation of assessment carried out throughout the year to ensure accuracy of teacher judgements.</p> <p>Opportunities for teachers to hear readers regularly during fluency checks in the teaching cycle.</p>	<p>Reading lead/ Principal</p>	<p>Half-termly reviews</p>
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<p>C. Improved writing across the school.</p>	<p>Through Power Steps and Power Literacy, ensure consistency in delivery of English lessons, including daily writing opportunities linked to reading objectives with one long write per week.</p> <p>Further develop teachers' skills in teaching writing 'writing as a reader' through CPD – Power Literacy/Power Steps.</p> <p>Develop engagement in writing through continuing to develop use of quality texts.</p> <p>Continue to develop writing opportunities across the curriculum – particularly in topic lessons.</p> <p>Continue to develop whole school strategy for teaching spelling at the appropriate level – in line with Power Literacy model.</p> <p>Introduce regular spelling of common exception words relevant to the child's year group – including individual spelling targets that can be practised across the curriculum.</p> <p>All areas within EYFS have opportunity for writing development.</p> <p>Ensure consistency of handwriting policy across the school.</p>	<p>Ensuring teachers skillset improves will impact further on outcomes for all pupils.</p> <p>We want to invest some of the PP Grant to invest in whole class copies of quality texts, as well as texts for the library to engage children.</p> <p>A key focus will be on spelling.</p>	<p>Core Power Literacy has proven impact at Palace Fields Primary last academic year – as evidenced in in-house data.</p> <p>Vice Principal to deliver Core Power Steps training to new staff and coach new and existing staff to further improve practice.</p> <p>Monitoring schedule arranged to include frequent 'drop-ins'/slide checks – ensuring appropriateness of writing tasks including ensuring there is a clear link between reading and writing. Spellings to be planned to match the gaps of the power group.</p> <p>Additional spelling targets linked to relevant common exception words for the cohort – individual spelling target sheets given to each child.</p> <p>Monitoring of writing carried out by Literacy lead, assessment monitoring, book scrutiny, learning walks, pupil progress meetings.</p> <p>Moderation of assessment carried out throughout the year to ensure accuracy of teacher judgements – as part of the 8 week power cycle.</p> <p>School trips and experiences to be organised to ensure writing is experiential.</p>	<p>English lead/ Principal/ Vice Principal</p>	<p>Half-term reviews</p>
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<p>D Improving Maths across the school.</p>	<p>Through Power Maths, ensure consistency in delivery of maths lessons.</p> <p>Develop staff use of the power cycle within lessons – particularly by introducing mini-fluency lessons followed by multiple cycles of reasoning and problem-solving.</p> <p>Develop staff understanding of the small steps of the maths concepts to enable precision teaching.</p> <p>Develop staff understanding of children demonstrating and achieving mastery understanding in Maths.</p> <p>Develop staff understanding of the concrete-pictorial-abstract approach to teaching maths.</p> <p>Ensure basic skills around Maths are being taught regularly eg timetables, place value and 4 operations.</p> <p>Ensure that children in Y4 are well-prepared for the new multiplications test.</p>	<p>The EEF Toolkit identifies that ‘mastery learning appears to be a promising strategy for narrowing the gap’. Taking on board the findings from recent research (as well as from in school monitoring) about the need to manage the time of pupils who make progress more quickly we will also continue to ensure appropriate challenge for more able pupils.</p>	<p>Core Power Maths has proven impact at Palace Fields Primary last academic year – as evidenced in in-house data.</p> <p>Maths Lead/Vice Principal to deliver Core Power Maths training to new staff and coach new and existing staff to further improve practice.</p> <p>Monitoring schedule arranged to include frequent ‘drop-ins’/slide checks/deep dives of the three aims of the maths curriculum.</p> <p>Collaborative planning opportunities will develop teachers’ understanding of the progression of different Mathematical concepts.</p> <p>Focussed learning walks will provide feedback for staff on how to improve their provision as well as celebrate strengths.</p> <p>Termly monitoring by Maths lead as well as pupil progress meetings will provide ongoing monitoring as well.</p>	<p>Maths lead/ Principal</p>	
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<p>Improve the quality of education across the school in line with new framework.</p>	<p>Through Power teaching, ensure consistency in delivery of majority of lessons across subjects with a focus on depth of learning by all children.</p> <p>Develop staff use of the power cycle within lessons across majority of subjects.</p> <p>Develop staff subject knowledge across the curriculum both for the year group they teach but across the school (EYFS – Year 6) in the subject areas they lead.</p> <p>Ensure clear progression of skills and knowledge across the school curriculum.</p> <p>Continue to develop our curriculum offer to ensure that all children are prepared for life with the cultural capital they need to succeed.</p>	<p>New Ofsted framework outlines the necessity for quality of education for all pupils without narrowing the curriculum and ensuring that children have the cultural capital to achieve.</p>	<p>Deep dives by subject leads including pupil voice, assessment of what has been learnt in terms of long-term knowledge.</p> <p>Monitoring by SLT.</p> <p>Staff feedback and governor “critical friend” visits to provide support and challenge.</p>	<p>SLT Subject leaders Governors</p>	
<b>Total budgeted cost</b>					<b>£64,000</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved phonic and language skills.	<p>Small group provision established for Phonics within EYFS and Power 1 based on gap finder.</p> <p>Daily phonics recap (Set 2 sounds) within Power 2 to ensure that children will retain the sounds taught.</p> <p>1 to 1 and small group of CLL interventions identified through WellComm.</p> <p>SALT programmes to be delivered to individuals with a therapy plan.</p>	<p>Some of the students need targeted support to catch up. The EEF Toolkit identifies 1-to-1 support as effective strategies if carried out regularly over a set period of time and links with normal teaching. Phonics one to one is explicitly linked to RWI and the Well Comm programme has shown to be effective.</p>	<p>Coaching/training of staff delivering phonics lead by J.O'Connor – EYFS lead and experienced phonics teacher. Monitoring by Vice Principal.</p> <p>Organise timetable to ensure staff delivering provision have sufficient time – linked to SEN provision maps.</p> <p>Ongoing assessment to be carried out into effectiveness of the phonics sessions.</p> <p>Half-termly gap finder to be completed to monitor progress and allow children to switch groups where necessary.</p> <p>Reports to Principal.</p>	TA/EYFS lead/ Vice Principal/ SENDCO	Half-termly review from assessments.

<p>B. Improved Reading skills of PPG pupils across school.</p>	<p>Daily 1:1 reading with all children in EYFS/KS1/KS2 Lower attainers – with designated TAs and RAs as part of the reading team.</p> <p>Weekly differentiated booster sessions (Spring term) after school for Year 6.</p> <p>Fresh Start intervention with Y6 children.</p>	<p>We want to provide extra support to ensure a higher attainment level. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>We want to identify groups of PPG pupils across the school to target and improve outcomes.</p>	<p>TA/RA time paid for out of PP budget.</p> <p>Impact overseen by Reading lead</p>	<p>Reading lead/SENDCO/Principal</p>	<p>Termly progress monitoring.</p>
<p>C. Improved Writing skills of PPG pupils across school.</p>	<p>Small group provision Y6 (x5 weekly) providing interventions based on pupil gaps – taught by Vice Principal/Class teacher.</p>	<p>We want to identify groups of PP pupils across school to target and improve outcomes.</p>	<p>Ongoing assessment to be carried out into effectiveness.</p> <p>Ongoing monitoring of interventions by Year 6 teacher.</p>	<p>Literacy Lead/Y6 class teacher/SENDCO</p>	<p>Termly progress monitoring.</p>

D. Improved Maths skills of PPG pupils across school.	<p>Small group provision Y6 (x5 weekly) providing interventions based on pupil gaps following assessment.</p> <p>Small group provision Y5 (x5 weekly) providing interventions based on pupil gaps from the lesson – same day intervention.</p> <p>Weekly differentiated booster sessions (Spring term) after school for Year 6.</p>	Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit	<p>Ongoing monitoring through assessment, pupil progress meetings.</p> <p>Impact of interventions ongoing monitoring by Y6 teacher.</p>	Maths lead/Y6 teacher/ SENDCO/Principal	Termly progress monitoring.
<b>Total budgeted cost</b>					<b>£30,000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
E. Increased attendance rates including punctuality.	<p>Employment of EWO – 2.5hrs per week</p> <p>Employment of Family Support Worker to support families in getting their children to school.</p>	We can't improve attainment for children if they aren't actually attending school.	<p>Monitoring of student attendance records.</p> <p>Termly analysis of groups' attendance.</p> <p>First and third day contact.</p> <p>Celebration of attendance.</p>	EWO/Principal	Termly comparison with previous years as well as group comparisons with national

	<p>Use of rewards to incentivise attendance including individual and class based.</p> <p>Attendance pupil groups made up of children with poor attendance to be established to teach the children about the importance of attendance but also provide incentive.</p>		<p>Report to Inclusion governors from EWO on termly basis.</p> <p>Parent meetings.</p>		
F. Develop children's social and emotional well-being	<p>Purchase Thrive approach including a Thrive Practitioner.</p> <p>Individual mentoring for key pupils as identified by the Thrive practitioner.</p> <p>Assess the whole school using the Thrive assessment tool and identify class gaps and individuals that may require 1:1 support.</p> <p>Thrive drop-in sessions to be scheduled for break/lunch times.</p> <p>Social Skills Groups</p> <p>Ongoing CPD to staff around mental health.</p>	The EEF Toolkit states that on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.	<p>PSHE/SMSC Co-ordinator appointed.</p> <p>Family support worker to be appointed - used to support individuals and their families.</p> <p>Thrive Practitioner to work with individuals as part of the accreditation for Thrive.</p> <p>Thrive Practitioner to support teachers to assess their class individually using the Thrive assessment tool.</p> <p>Thrive Practitioner to support teachers to identify whole-class gaps and plan to address these gaps.</p> <p>Progress monitored and evaluated for the groups through Thrive scores/behaviour monitoring as well as anecdotal evidence.</p>	NK/SENDCO/Principal	Half-termly review of impact. 6 monthly Thrive reviews.
<b>Total budgeted cost</b>					<b>£27,500</b>

6. Review of expenditure – March 2020 – Mid-year review				
Previous Academic Year				
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
A. Improved phonic and language skills.	<p>Wellcomm screening tool and follow up actions.</p> <p>Core Power 'Steps' to be used in EYFS and KS1.</p> <p>Whole-school push on speaking in full sentences.</p> <p>Increase vocabulary by introducing WOW walls across all subjects.</p>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	
B Improved reading across the school.	<p>Through Power Steps and Power Literacy, ensure consistency in delivery of English lessons, including the approach to teaching reading. Daily paired reading as part of the approach.</p> <p>Further develop teachers' skills in teaching reading through CPD – Power</p>			

	<p>Literacy/Power Steps – building on CPD training from last academic year.</p> <p>Continue to develop love of reading through increased opportunities as well as modelling love of reading by adults.</p> <p>Promote reading fluency by introducing ‘The fluency factor’ competition which will include parents.</p> <p>Improve reading comprehension by providing a range of question types – teachers model/guide inference and the depth Los provide opportunities for the children to really unpick the text.</p> <p>Introduce a reading team to listen to children in EYFS/KS1/ KS2 Lower attainers read daily.</p> <p>All other children to be heard read at least weekly.</p> <p>Develop the fluency and inference/deduction skills of pupils – with a focus on authorial intent through Power</p>			
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	<p>Literacy lessons – reading focus days.</p> <p>All areas within EYFS have opportunity for reading development.</p>			
<p>C. Improved writing across the school.</p>	<p>Through Power Steps and Power Literacy, ensure consistency in delivery of English lessons, including daily writing opportunities linked to reading objectives with one long write per week.</p> <p>Further develop teachers' skills in teaching writing 'writing as a reader' through CPD – Power Literacy/Power Steps.</p> <p>Develop engagement in writing through continuing to develop use of quality texts.</p> <p>Continue to develop writing opportunities across the curriculum – particularly in topic lessons.</p> <p>Continue to develop whole school strategy for teaching spelling at the appropriate level – in line with Power Literacy model.</p> <p>Introduce regular spelling of common exception words</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	

	<p>relevant to the child's year group – including individual spelling targets that can be practised across the curriculum.</p> <p>All areas within EYFS have opportunity for writing development.</p> <p>Ensure consistency of handwriting policy across the school.</p>			
<p>D Improving Maths across the school.</p>	<p>Through Power Maths, ensure consistency in delivery of maths lessons.</p> <p>Develop staff use of the power cycle within lessons – particularly by introducing mini-fluency lessons followed by multiple cycles of reasoning and problem-solving.</p> <p>Develop staff understanding of the small steps of the maths concepts to enable precision teaching.</p> <p>Develop staff understanding of children demonstrating and achieving mastery</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	

	<p>understanding in Maths.</p> <p>Develop staff understanding of the concrete-pictorial-abstract approach to teaching maths.</p> <p>Ensure basic skills around Maths are being taught regularly eg timetables, place value and 4 operations.</p> <p>Ensure that children in Y4 are well-prepared for the new multiplications test.</p>			
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
A. Improved phonic and language skills.	<p>Small group provision established for Phonics within EYFS and Power 1 based on gap finder.</p> <p>Daily phonics recap (Set 2 sounds) within Power 2 to ensure that children will retain the sounds taught.</p> <p>1 to 1 and small group of CLL interventions identified through WellComm.</p>			

	SALT programmes to be delivered to individuals with a therapy plan.			
B. Improved Reading skills of PPG pupils across school.	<p>Daily 1:1 reading with all children in EYFS/KS1/KS2 Lower attainers – with designated TAs and RAs as part of the reading team.</p> <p>Weekly differentiated booster sessions (Spring term) after school for Year 6.</p> <p>Fresh Start intervention with Y6 children.</p>	•		
C. Improved Writing skills of PPG pupils across school.	Small group provision Y6 (x5 weekly) providing interventions based on pupil gaps – taught by Vice Principal/Class teacher.		•	
D. Improved Maths skills of PPG pupils across school.	<p>Small group provision Y6 (x5 weekly) providing interventions based on pupil gaps following assessment.</p> <p>Small group provision Y5 (x5 weekly) providing interventions based on pupil gaps from</p>		•	

	<p>the lesson – same day intervention.</p> <p>Weekly differentiated booster sessions (Spring term) after school for Year 6.</p>			
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<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
E. Increased attendance rates including punctuality.	<p>Employment of EWO – 2.5hrs per week</p> <p>Employment of Family Support Worker to support families in getting their children to school.</p> <p>Use of rewards to incentivise attendance including individual and class based.</p> <p>Attendance pupil groups made up of children with poor attendance to be established to teach the children about the importance of attendance but also provide incentive.</p>			
F. Develop children's social and emotional well-being	Purchase Thrive approach including a Thrive Practitioner.			

	<p>Individual mentoring for key pupils as identified by the Thrive practitioner.</p> <p>Assess the whole school using the Thrive assessment tool and identify class gaps and individuals that may require 1:1 support.</p> <p>Thrive drop-in sessions to be scheduled for break/lunch times.</p> <p>Social Skills Groups</p> <p>Ongoing CPD to staff around mental health.</p>			
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## 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](http://www.aschool.sch.uk)