

PUPIL PREMIUM STRATEGY
SEPTEMBER 2018
GRANT FOR 2018/2019 £56,760

IDENTIFIED BARRIERS TO EDUCATIONAL ACHIEVEMENT		
BARRIER	PROVISION(PP FUNDED)	IMPACT
Lack of support at home	<p>Additional reading/ maths/ writing support in school through a TA, intervention team. Assistance with PE kit/uniform/school trips Individual meetings with parents – signpost to Parenting Classes, Family link groups e.g. children’s centre Referral to Children’s Centre through Learning Mentor Homework Club Reading Club Nurture activities 8.30am -9.00am Tailored PSHE lessons to address concerns Parent workshops We are Reading initiative undertaken</p>	<p>Children make good progress through tailored support. PP children attend school trips regularly. Close tracking at school of pupils shows they are making good progress. Parental drop in with Learning Mentor create a more trusting relationship with school. Work on truth and consequences having a positive effect on children. Homework club well attended and there are fewer homework issues presenting themselves. Reading club is well attended and tries to target those pupils who need more reading support. Nurture is having a positive effect on those pupils that find the morning start difficult. There is visible evidence of a calmer start to the school day. Parent workshops are well attended and well received by the parents. Verbal feedback is always positive.</p>

<p>Negative attitude to learning.</p>	<p>School visits tailored to curriculum Engaging curriculum matched to children's interests and enthusiasms. Promoting independence and self-motivation – staff training. Nurture activities Family support School counsellor Learning Mentor Growth mindset taught in PSHE SeeSaw used to give learning a purpose Meet the teacher nights to show parents what children are learning and how they can help</p>	<p>All children take part in visits and this helps to stimulate their interests. Staff devise engaging and creative learning environment to engage all learners. Nurture helps to support children's attitude to school. School counsellor and learning mentor are supporting children and families and this is having a positive effect on the children particularly those parents who have negative attitudes to school. Children know parents regularly see their work through SeeSaw and take more pride</p>
<p>Poor attendance/ punctuality</p>	<p>HT and Attendance Officer monitor and assist with any issues preventing attendance or punctuality e.g. attendance.</p>	<p>First response is having a positive effect and attendance is at least in line with or better than local and national averages. Traffic light monitoring at the end of term alerts parents to attendance figures. In response to KCSiE 2018 school aims to have more than one contact for each child</p>
<p>Transition</p>	<p>Close liaison with receiving schools. If local almost as a managed move. Induction visits. Home visits for new parents into Foundation stage classes. Reception open mornings for new starters</p>	<p>A very good working relationship is in place with local schools particularly Mount Carmel where the majority of pupils in Y6 transfer to. This has now improved to start at the end of Y5. Reception parents feel welcome and comfortable with the classroom setting and routine after visits</p>