

Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	Copnor Primary School				
Academic Year	2019-2020	Total PP budget	211,820	Date of most recent PP Review	Sep 2019
Total number of pupils	681	Number of pupils eligible for PP	165 (of whom 13 are service children so receive less funding and 11 are Looked After Children) and receive additional funding.	Date for next internal review of this strategy	July 2020
2. Current attainment					
			<i>Pupils eligible for PP (national average Year 6)</i>	<i>Pupils not eligible for PP (national average Year 6)</i>	
% achieving expected standard or above in reading, writing & maths			40% Y6 (46) 39% all years	66% Y6 (68) 64% all years	
% making expected progress in reading (as measured in the school)			88% -3.37 Y6 80% all years	89% Y6 (0.3) 85% all years	
% making expected progress in writing (as measured in the school)			97% -1.15 Y6 72% all years	84% Y6 (0.3) 84% all years	
% making expected progress in mathematics (as measured in the school)			86% -1.03 84% all years	86% Y6 (0.3) 86% all years	
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.	EYFS entry points for disadvantaged children are lower than non-PP				
B.	A high proportion of PP children also have special education needs (SEN). Our percentage of all pupils with SEN is 14% but the percentage of PP with SEN is 28%.				
C.	The reading attainment of PP children is lower than for non-PP across the school despite their progress across the school mirroring that of pupils not eligible for PP.				

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

D.	Persistent absence for PP children was 15.6% in 2019 which is significantly higher than all pupils of 7.8% but is improving.
E.	The engagement of PP parents is not as good as for other parents, with 15 PP families not attending parents' evenings in 2018-2019, compared to non-PP families.
F.	Many of the PP children come from homes that are unable to support a positive reading culture. Percentage of pupils from households with adults in higher education sits at only 64% of the National Mean.

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	To reduce the gap between PP and non-PP in EYFS.	The gap is reduced to 5% by the end of year R.
B.	To ensure that the progress of PP with SEN at least matches that of non-PP students with SEN.	70% of PP with SEN to make 3 points progress in reading, writing and mathematics.
C.	To reduce the gap between PP and non-PP reading attainment.	To reduce the in-school gap from 5% to 0% across Year R to 6.
D.	To reduce persistent absence for PP pupils	To reduce persistent absence from 15.6% to less than 12%.
E.	To increase the parental engagement of PP parents.	To ensure that every PP parent/carer has attended at least two meetings about their child in this academic year.
F.	To ensure that every child is heard to read regularly at school.	To ensure that every child is read with at least once per half-term and at least twice a week for the lowest attaining PP children.

5. Review of expenditure																					
Previous Academic Year		2018-2019																			
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																
Individual PRMs with SLT, inclusive of work scrutiny and target setting	To improve the progress made for the PP children	<p>The professional dialogue that ensues between the teacher and SLT has been invaluable and allowed a number of issues and concerns to be resolved for individual children/ groups and classes.</p> <p>Progress improved for all pupils in 1 of 3 subjects but for all subjects for PP children (years 1-6).</p> <table border="1"> <thead> <tr> <th></th> <th>2017-18 % (PP)</th> <th>2018-19 % (PP)</th> <th>Improvement % points (PP)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>86 (79)</td> <td>83 (82)</td> <td>-3 (3)</td> </tr> <tr> <td>Writing</td> <td>73 (62)</td> <td>81 (72)</td> <td>8 (10)</td> </tr> <tr> <td>Maths</td> <td>85 (81)</td> <td>85 (84)</td> <td>0 (3)</td> </tr> </tbody> </table>			2017-18 % (PP)	2018-19 % (PP)	Improvement % points (PP)	Reading	86 (79)	83 (82)	-3 (3)	Writing	73 (62)	81 (72)	8 (10)	Maths	85 (81)	85 (84)	0 (3)	This has proved to be very useful at ensuring that the PP children are a key focus for the teachers. It has also ensured that areas of concern can be identified and action put in place to help resolve problems when they occur e.g. additional support for a child falling behind. Continue individual PRMS next year.	£15,000
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Maths	85 (81)	85 (84)	0 (3)																		
Regular reading with all	To improve the progress and attainment in reading	<p>While the year 6 results were disappointing in reading, there has been a concerted effort made so that every child is read with once a week. This has allowed for their reading to be monitored and to support children to select from a wider range of genres.</p> <p>Reading progress for PP children was very close to being commensurate with non-PP: 86% v 85%.</p>		This has been, on the whole, a success, with children being read with at least weekly. However, there are children who are only heard to read at school/ only read at school. These children need to be the focus of the reading support. Therefore, we plan to move to a system where every child is heard to read twice a half-term but that identified children are read with more than once per week.	£1000																

SLT modelling good practice focussing on PP children. Peer coaching to be rolled out	To improve teaching to ensure Outstanding practice is more consistently achieved throughout the school.	Coaching a success with the number of lessons RI reduced. Teachers who have been coached are no longer receiving requiring improvement and so are at least good. SLT supporting NQTs as their mentors also showed a positive impact with 100% pass rate achieved for NQTS since the scheme started.	To continue coaching programme with new staff and NQTS initially.	£20,000
Additional teachers in Years 4 and 5 (plus a fifth set in Year 6)	To improve progress through smaller classes allowing more targeted teacher support	PP Progress in Y4/5/6 was in line with All Pupils at Exp and was accelerated at GDS. Reading: Y4 All P 84 v PP 85 and MA All P 20 v PP 21 Y5 82 v 72 and 15 v 14 Y6 89 v 88 and 31 v 57 Writing: Y4: 88 v 82 and 18 v 31 Y5 87 v 75 and 25 v 38 Y6 95 v 97 and 50 v 55 Maths: Y4: 86 v 91 and 25 v 33 Y5: 86 v 74 and 19 v 11 Y6: 89 v 86 and 35 v 52	Rigorous assessment of the progress made, with identification of underperforming groups and action taken to improve these groups' progress led to significant improvements from the end of Autumn2 to the end of the year. Continue 4 way splits (either full-time or by using staff deployed in the mornings only in all 4 KS2 classes, with a fifth set created in year 6).	£121,720
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

Spelling intervention for Year 6 children	To support the children, looking at the gaps in their spelling understanding	Attainment for Year 6 at EOY5 (2018) 37% for EGPS at expected standard. AT EOY 6 2019, disadvantaged who achieved EGPS 57%. Non-dis from 66% to 67% for the same period.	This was most successful where the child and TA work in collaboration in order to find times for the 1:1 intervention to take place. Absences of staff were very difficult to cover and this led to less children being targeted than initially hoped (as a second tranche of children could not be accommodated in the time available). For next year, the plan will be to roll out an improved spelling programme across the school, including for year 6. Year 6 to complete mini spelling booster lessons (based upon the spelling intervention programme) as whole class inputs to remind them about the rules. This to be reviewed in January 2020.	£2000
Intervention in EYFS	To reduce the gap between PP and non-PP as they exit EYFS	GLD (good level of development for EYFS) improved from 41% in 2018 to 57% in 2019. This brought it back (broadly) in line with previous years. The gap to non-disadvantaged reduced from 31% to 14%.	Targeting the children earlier in the year and regardless of starting points helped the children make progress. However, there were 8 initial PP children in the year group, compared to 21 for 2019-2020, making this a more manageable activity to accomplish. New EYFS children to be assessed and the PP targeted following their baseline assessment.	£11000
Targeted intervention for PP children in phonics	To reduce the gap between the PP children and non-PP at the end of years 1 and 2	Phonics for Year 1 PP children has improved from 56% to 71% (2018-2019). The gap to non-disadvantaged has reduced from 28% to 15%. However, in Year 2 9 children who did not pass the phonics test when they were in year 1, did not pass their phonics test this year. Of these 4 are PP children. Each child has, however, improved the grade they received this year compared to last year but have not reached the threshold. 5 PP children did pass the test. This compares to 4 non-PP children.	A more targeted approach is required for the children in Years 3-6, using a whole school approach and matching phonics abilities across KS2 would be a more efficient way to support children who are emerging readers (particularly when those children have joined the school from another school) To continue to target PP children who are not attaining at the expected attainment level. To target the children across the school, using phonics interventions daily.	£6000
Support the learning in order to improve progress for a PP child	To provide support through 1:1 intervention for a PP child	Child was on track in maths but was below track in reading and writing despite additional support from 1:1 TA support and 9 interventions. EHCP granted 1:1 provision.	Not applicable. Child now has funding for 1:1 provision.	£9500

Shining Stars provision	To provide targeted support outside the classroom for identified children who are struggling to access the curriculum	Children's provision is tailored to their needs and would not be as easy for the children to access in their base classes. The children enjoy attending Shining Stars and it provides them with opportunities to do well and be challenged at an appropriate level for their current attainment. Phonics is a key focus. 7 of the 8 children were disapplied from the KS1 phonics test and resit in Year 2. 7 of the 8 children have made progress in their phonics. They have also progressed at least one book band this year.	Provision for these children when they return to mainstream needs to be carefully considered and looked at – returning mid year was not as successful as a return at the start of the year –for maths. This approach will continue in 2019-2020	£12500
Purchase Clicker 7	To provide carefully designed differentiated tool for teachers to support the learning of SEND	Too early to quantify. However, positive observations and outcomes have been observed e.g. in the amount of work, quality of work and engagement of the children.	Continue next year (the use of these) and consider the purchase of additional laptops to aid the rollout to other year groups.	£1200
Targeted parent discussions	To improve the engagement between parents and the school (and thereby improving the attainment and progress of the children)	Whilst it is hard to quantify the impact on progress, there has been improvements made with regards to parental engagement (from the coffee mornings and from the additional parents' evenings). In October 2017, 146 children's parents/carers did not attend a Parents' evening appointment. In February 2019, this had reduced to 117 children.	The school plans to continue with the additional parents' evenings, building on the successes from this year. The October parents' evening showed an improved attendance with 104 children not having a parent/carer attend. To formalise the target setting at parents' meetings so that they can be monitored and reviewed at the meetings.	£6840
ELSA	To provide ELSA support for children to improve their emotional wellbeing	Due to staffing absences, the ELSA programme was not completed successfully.	ELSA provision to be reviewed and then the PP children targeted (particularly if they were unable to complete their sessions).	£9000

Welfare and pastoral team	To improve liaison with parents who are experiencing difficult circumstances in order to achieve better outcomes for their children.	<p>10 parents/ carers at start of year attending coffee mornings e.g. on mental health. However, by the end of the year 30 parents/carers attended. Impact of these sessions is too early to quantify but there has been improved parental engagement due to these events.</p> <p>Examples of actions put in place to support:</p> <p>Welfare food boxes provided;</p> <p>Walking Bus provided;</p> <p>Emergency places at the Breakfast Club/After-School Club provided;</p> <p>Support with applications for housing and other benefits;</p> <p>Parenting classes;</p> <p>Access to a variety of outside agencies facilitated, including CAMHS, MABS, EP and the Early Help and Prevention Team;</p> <p>Half termly Coffee mornings on both special educational needs and also supporting behaviour at home;</p> <p>Meetings with the Attendance Officer with those children who are at risk of persistent absenteeism</p>	The parents are more engaged but there is a core of parents who do not/ cannot engage with the school and these are the ones that we need to focus on in 2019-2020.	£13500
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<p>Reduce persistent absenteeism and lateness</p>	<p>To reduce the persistent absence rate and lateness for targeted PP children</p>	<p>Persistent absence for the PP children has reduced from 16.4% to 15.6%. This is an improvement from 2016, where persistent absence was 19.5%.</p> <p>Absence for all PP pupils has improved from 94.16% (in 2017-2018) to 94.52%. This is an improvement of 0.36%, compared to a similar improvement overall (for all pupils) of 0.12%.</p> <p>The walking bus has been used to support parents/carers where the children are persistently late/absent or are at risk of doing so. 75% of the pupils accessing the walking bus are PP children. One child's attendance improved from 91.8% in 2018 to 95.4% in 2019. Another reduced their lateness from 13 lates in March to 4 in April.</p>	<p>To continue the actions currently being undertaken to help reduce absence (regular phone calls, attendance officer checking when a child is being sent home, walking bus etc).</p> <p>The school has noticed that lateness has increased whilst attendance has also improved. Therefore, it will need to investigate the reasons for the increased lateness figures and to see where there is correlation to these children being late rather than absent. Consider actions to improve lateness figures.</p>	<p>£5200</p>
<p>LAC support</p>	<p>TO support children who are LAC children or ever LAC children through individual support</p>	<p>The LAC children are continuing to make progress and the school's reputation for providing excellent LAC provision means that the number of LAC children is increasing year upon year.</p> <p>Of the 8 children who have been with us for at least a year, 88% made progress in reading; 63% in writing and 75% in maths. 3 of the children made accelerated progress in reading, 3 made accelerated progress in writing and 2 made accelerated progress in maths.</p>	<p>To continue funding for the LAC children's additional activities (Rocksteady, attendance at breakfast/after-school club) and to research other possible ways to enhance the LAC children's provision using the funding in 2019-2020.</p>	<p>£7840</p>

Breakfast and After-school club	To provide additional support to PP parents when required	<p>Whilst it is very difficult to quantify the impact made where the children have not attended for more than a few sessions, the families who access this provision would struggle without it and this would have a detrimental impact on their children's education.</p> <p>Six children have accessed the welfare places on a more regular basis. Progress for these children is: 100% for reading, 83% for Writing and 83% for maths. 3 of the 6 made accelerated progress in reading, 2 the same in writing and 1 in maths.</p>	Continue using this provision for PP pupils and their families.	£2800
Lunch-time Club	To provide additional support to children who struggle with lunch-times	<p>The number of incidents of poor behaviour/ children struggling to cope with the routines at lunchtime have reduced.</p> <p>One Year 6 PP child struggled with the noise and excitement in the playground and was becoming very withdrawn. The club allowed him to eat his lunch in a much quieter environment and also it meant that he was able to work on his social skills in a much smaller group with supportive adults.</p> <p>Two Year 3 PP children attended the club if they were at risk of being excluded from lunchtimes due to their poor behaviour. They were then successfully reintegrated into lunchtimes.</p>	This provision will be continued. For the 2019-2020 academic year, there are currently (October 2019) seven PP children accessing the provision. 5 of the 7 children who attend daily are PP children.	£900
Pre-teach maths	For PP children that have gaps in areas of Maths, pre-teach allows them more time to understand and apply their learning.	<p>Progress and participation varied across the different year groups. In Year 6, there was considerable success using pre-teach (amongst other initiatives) to boost the maths attainment across the year group. In Year 6 an additional 10 children achieved age expected attainment compared to their attainment in February.</p> <p>However, participation in other year groups was more varied and the targeted children did not attend as regularly as hoped.</p>	To no longer offer pre-teach in Years 2 and 3 where there was difficulty encouraging the children to start school earlier in the day. To target the children in 4-6 with pre-teach, ensuring that parents are met with should they decide that their child cannot attend to see if a solution can be sought to allow their child to attend.	£7200

After-school boosters	Children of varying ability supported to ensure they achieve their potential in reading. Practise of comprehension and inference are a focus depending on the child's ability.	The boosters were swapped from reading to maths in April 2019. Maths boosters were offered to all children, including PP. It is difficult to ascertain the impact, however, the teachers and HLTAs did not feel that the reading boosters were adding as much value to the children's learning as was hoped. They felt the maths were more successful (but were over a shorter period of time so the impact is difficult to measure).	HLTAs to not be used for this as they do not the knowledge of the children's individual needs (as they do not teach them regularly) Review use of after-school boosters ready for January 2020. Boosters to be focused on maths or EGPS rather than reading should they go ahead.	£5200
Third Space Learning	Children with potential to achieve Year 6 EOY expectations in maths supported to achieve via 1:1 (external) intervention.	60% of the children were successful at achieving their target (based on teacher assessment but this was not reflected in the SATs). This dropped to 50% for PP children. The children, while positive about the opportunity, did not make as much progress as expected considering the investment. Teachers also commented that they had not seen significant improvements as a result of the additional intervention.	Different groups of children were looked at for this intervention and yet none of the groups made the progress that was predicted by Third Space. The school will no longer continue Third Space but instead focus on smaller classes and pre-teach for maths. The school's PP budget has reduced significantly (£38000+) and this initiative cannot be justified based on the results.	£5790
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
Reading events and activities hosted in school and school libraries utilised	To continue to foster a positive reading culture within the school	The vast majority of children have a library book and those who do not/have not changed them are targeted by the librarians/class teachers. Auditing of the class libraries undertaken. Events hosted at the school are enthusiastically received by the children and create a buzz around the school connected to reading.	Class libraries need careful management if they are to be a success, with books changed regularly and monitored to ensure that they match the interests and the reading levels of the children. To continue this approach of regular library visits as well as arranging visits from authors e.g. Guy Bass to attend Autumn 1.	£800

Challenge events and visits	To raise the interest and challenge provided to our more able pupils	Hard to quantify the impact. However, through conversations with the children and the adults who work with them, it is clear that these events are appreciated by the children, have widened their understanding of the world and the opportunities available to them and have improved their motivation in the majority of cases.	Work with our feeder secondary school needs developing as they would be able to facilitate opportunities for challenge events. The links need maintaining once developed. Continue seeking enrichment opportunities, with PP children making up a disproportionate number of the participants	£590
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6. Planned expenditure

Academic year	2019-2020
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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

Action	Intended outcome	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>Smaller classes in KS2 to allow the teachers to be able to focus more on each child.</p> <p>Targeted groups in years 3, 4 and 6 in English and maths and 4 way split in year 5.</p>	<p>To ensure that the progress of PP SEN children at least matches that of non-PP students.</p>	<p>OFSTED 2014 The Pupil Premium How schools are spending the funding successfully to maximise achievement p10 shows that this approach allows the teachers to focus on specific children within class. Within the school, it has also been shown that this approach works with better progress made as a result: PP Progress in Y4/5/6 was in line with All Pupils at Exp and was accelerated at GDS. (See additional teachers in years 4,5 and 6 box)</p>	<p>PRMs with individual teachers where each teacher will spend an afternoon discussing the progress of the individual children, looking at their books and setting targets.</p> <p>Regular learning walks and lesson observations by members of SLT/the wider leadership team.</p> <p>Time will be spent training the wider leadership team to effectively observe lessons.</p>	<p>Doug Brawley</p>	<p>Termly Review January 2020:</p> <p>PRMS have been successfully completed looking at the children in November and then as year groups in January.</p> <p>Actions for each year group where target groups have been identified have been discussed and to be implemented at the start of January 2020.</p> <p>A number of the extended leadership team/subject leaders have been working with members of the SLT to observe lessons e.g. science leaders.</p> <p>Regular observations and learning walks undertaken by SLT.</p> <p>Budget: £122,580</p>
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<p>Phonics groups targeted at the children's phonological awareness.</p> <p>Guided reading planning reconfigured to ensure that reading domains are focused upon.</p>	<p>To reduce the gap between PP and non-PP reading attainment.</p>	<p>Phonics for Year 1 PP children has improved from 56% to 71% (2018-2019). The gap to non-disadvantaged has reduced from 28% to 15%.</p> <p>5 of the 9 children who needed to retake their phonics test in Year 2 passed. All children improved the raw score they achieved.</p>	<p>Assessments completed at the completion of the groups in order to ascertain next steps and which children need targeting.</p> <p>Learning walks completed during guided reading/ phonics lessons.</p> <p>Planning reviewed by English Leader</p>	<p>Amy Chambers</p>	<p>Termly</p> <p>Review January 2020:</p> <p>Interventions have been set up for those children who have a gap in their phonics knowledge in Y1 with the hope of catching these children up by the end of spring term. Latest phonics assessment show that there is a rise in the amount of children who are now on track.</p> <p>Y1 - before - 33% Autumn 2 - 53%</p> <p>Y2 - 23 children accessing the intervention - 49% are now back on track</p> <p>Y3 - 21 children accessing the intervention - 54% are now back on track</p> <p>Y4 - 6 children accessing the intervention 67% are now back on track</p> <p>Y5 - 18 children accessing the intervention 56% back on track.</p>
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Total budgeted cost £147, 871

ii. Targeted support

Action	Intended outcome	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>Attendance officer to support families where problems are identified</p> <p>Walking bus for pupils who are persistently late/absent.</p> <p>Places offered at breakfast club/ after-school club for children who are persistently absent or late.</p> <p>Welfare support/ELSA support and other support provided to help children e.g. with attendance, motivation, behaviour for learning.</p>	<p>To reduce persistent absence for PP pupils</p>	<p>OFSTED 2014 The Pupil Premium: How schools are spending the funding successfully to maximise achievement p18. Persistent absence impacts upon the children's progress and while the absence figure for PP children has reduced, it is still significantly above that for non-PP within the school.</p>	<p>Attendance officer works closely with the pastoral team, headed up by an assistant headteacher.</p> <p>Attendance officer to meet formally with a member of the SLT at least once per half-term, to discuss any concerns as well as successes that have been had and next steps.</p>	<p>Allyson Roberts</p>	<p>Termly</p> <p>Budget: £23,733</p>
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<p>Targeted 1:1 and small group interventions for EYFS children</p>	<p>To reduce the gap between PP and non-PP in EYFS.</p>	<p>GLD (good level of development for EYFS) improved from 41% in 2018 to 57% in 2019. This brought it back (broadly) in line with previous years. The gap to non-disadvantaged reduced from 31% to 14%.</p>	<p>PRMs with individual teachers where each teacher will spend an afternoon discussing the progress of the individual children, looking at their books and setting targets.</p> <p>Regular learning walks and lesson observations by members of SLT/the wider leadership team.</p> <p>Time will be spent training the wider leadership team to effectively observe lessons.</p> <p>Assessment data drops three times per year with focused analysis of the data with target groups and actions devised as a result of the analysis.</p> <p>Plus an assistant headteacher will be working closely with the team this academic year, looking at progress and how to maximise the opportunities to impact on the children's learning.</p>	<p>Allyson Roberts</p>	<p>Termly Review Jan 2020:</p> <p>As a whole, this cohort, although they have a stronger phonics knowledge than previous years, are weaker at applying this to their writing. They were observed in a learning walk on 10/1/20 and it was clear that EYFS need to inundate the learning environment with phonics and writing opportunities everywhere and continue this throughout the year. This was apparent in the Autumn term when the learning environment was observed, but unfortunately this isn't the case anymore.</p> <p>Additional learning walk to be undertaken before the end of the half term to. Phonics has started (marginally) earlier this year than the last academic year, which has meant that the teachers were able to set the children earlier to pitch phonics more accurately at their level.</p>
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<p>Targeted reading with the lowest 20% of children being read with twice per week.</p> <p>Reading at least once half-termly with all children.</p> <p>Guided reading planning changed to reflect a focus on the reading domains.</p>	<p>To ensure that every child is heard to read regularly at school.</p>	<p>Reading at Year 6 was lower than had been expected, with progress low compared to the children's starting points.</p> <p>Improvements have been made in other year groups and the EOY2 reading results are very encouraging. However, there are a number of children who are not successful at reading and these children need targeted support.</p>	<p>Checking of reading records and logs.</p> <p>Monitoring of planning and work scrutiny undertaken.</p> <p>Learning walks regularly completed.</p> <p>Children asked about their reading habits and regularity of reading by English team and SLT during pupil interviews.</p>	<p>Amy Chambers</p>	<p>Half-termly</p> <p>January 2020: SLT have read with a selection of children in the bottom twenty percent. Target year groups are reviewing the books being taken home by the children (as a few of the children's books were too difficult for them).</p> <p>Reading folders show that reading twice a week with the bottom 20% is happening more consistently.</p> <p>Golden tickets launched to promote more reading at home</p> <p>Year groups are setting for the lower ability readers to target those pupils for reading (in 3 and 4)</p> <p>Pupils who are struggling with reading fluency targeted for phonics interventions either during guided reading or during an afternoon intervention.</p>
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Total budgeted cost £33,680

iii. Other approaches

Action	Intended outcome	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>Half-termly parents' meetings for PP parents</p>	<p>To increase the parental engagement of PP parents.</p>	<p>Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children (NFER 2013) Reported outcomes of increased parental engagement include improved academic performance; improved relationships between parents, teachers and schools; and increased parental involvement in schools.</p> <p>Teachers have commented positively on the improved engagement and that the conversations that they have had with the parents have been constructive. A number of the harder to reach parents have also started to become more engaged. See also the improved figures for parents/carers attending (above).</p>	<p>Review the target sheets completed by the teachers.</p> <p>Discuss the engagement with the teachers to ascertain their views on whether engagement has improved and what the impact of this improvement has been.</p> <p>Talk to a selection of parents to ascertain their views.</p> <p>Discuss with the children their views on the communication between home and school.</p>	<p>Darran Cowell</p>	<p>Termly</p> <p>Parents have been contacted with updated information about their children. Where parents are difficult to contact/ are not engaging, alternative measures are to be attempted, including sending a letter/ phone calls home. Support from Welfare team also sought.</p> <p>Budget: £2000</p>
<p>Welfare and pastoral support , including coffee mornings on a range of parenting topics</p>	<p>To increase the parental engagement of PP parents.</p>	<p>NFER 2013 –see above 10 parents/ carers at start of year attending coffee mornings e.g. on mental health. However, by the end of the year 30 parents/carers attended. Impact of these sessions is too early to quantify but there has been improved parental engagement due to these events.</p> <p>It is very difficult to quantify the impact of the support although attendance has improved, exclusions remain low (significantly below the local authority average) and in the 2017 OfSTED, it was stated that: Pupils' personal development and welfare are outstanding.</p>	<p>Reviewed at SLT meeting at least termly.</p> <p>Talk to a selection of parents to ascertain their views.</p>	<p>Allyson Roberts</p>	<p>Termly</p> <p>Budget: £28,269</p>
<p>Total budgeted cost</p>					<p>£30,269</p>

7. Additional detail

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