



Werneth Primary School Pupil Premium Strategy 2018-19 Last Review Summer Term 2019

Pupil Premium Funding Allocation 2018-19

The Government provides schools and academies with a 'pupil premium' which is additional to main school funding. This funding is provided to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Schools and academies are held accountable for the spending of these monies; performance tables will capture the progress and achievement of disadvantaged students covered by the Pupil Premium.

At Werneth Primary School, we are committed to meeting the pastoral, social and academic needs of all students within a caring environment. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need. Our core principles emphasise that there should be no underperforming groups of students and we want all students to make at least good progress.

How is the impact monitored?

The monitoring and evaluation of the progress of all children is robust and is conducted in the following ways:

- Through regular pupil progress meetings where any child who is not on track or who is in danger of being left behind is identified.
- Weekly attendance data is scrutinised to identify if any pupil at risk of falling in to persistent absence (PA)
- Assessment points on a termly basis are identified to enable the academic progress of children throughout the school to be identified.

In the approaches above, pupils eligible for pupil premium funding are monitored and supported through the range of resources the school has to offer. We compare the learning and achievement of children who are entitled to pupil premium with those children who are not entitled. This provides statistical outcomes from which areas of strength and further development of children eligible for Pupil Premium and the Pupil Premium Charter can be identified.

This document is reviewed on a termly basis.

Term one review date	December 15th 2018		
Term two review date	April 28th 2019		
Term three review date	July 12th 2019		
Number of Pupil and Pupil Premium Grant Received	2018-19	2017-18	
Total number of pupils	462	507	
Total number of Disadvantaged pupils	121	119	
LAC or Post-LAC £2,300 per pupil	0	0	
Ever 6 FSM £1,320 per Primary pupil £935 per Secondary Pupil	121	137	
Total amount of Disadvantaged Pupil Premium (LAC, post-LAC and Ever 6 FSM)	£174,420	£157,000	
Total amount of Service Pupil Premium (£300 per Ever 6 Service pupil)	£0.00	£0.00	

Details of the Main Barriers to Educational Achievement faced by the Disadvantaged children in this school:

The vast majority of our pupils have English as an Additional Language. They enter our school significantly below the national average. The children do not have a breadth of experience outside of school and find it challenging to access activities outside the school day, due to religious commitments and attending Mosque. Whilst attainment is low compared to national, progress is in line with national averages, although not consistently as good. Trends over time show that Disadvantaged boys are not achieving as well as girls in Reading and Writing at the end of KS2. The barriers to this achievement are centred around a lack of vocabulary, the need to develop comprehension and inference skills in children’s reading and developing their independent writing skills.

Children in the Early Years and in Key Stage 1 do not experience much outdoor learning, there is a need to further develop the outside learning space that we have access to in our school to provide that stimulus and give them the confidence to attempt things that they are not used to and capture this enthusiasm in all areas of the curriculum.

Oral language skills are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.

PP children are not exposed to a breadth of experiences and language. There is a lack of creativity to extend their writing and their breadth of language.

Pupils have not yet developed a range of positive learning behaviours, such as resilience to motivate themselves to make further progress.

Our children are very good at learning by rote, but they have difficulty applying the concepts learnt. Consequently, we will focus on the children’s’ deeper understanding of number and ability to apply it.

Attendance issues for a small number of pupils is having a detrimental effect on their academic progress.

Parents are not fully aware of how they can positively influence their children’s learning.

PUPIL PREMIUM

How the money will be spent to overcome barriers to achievement	Cost (£)	Intended Outcomes	Monitoring and Accountability	Evaluation of Impact up to Summer 2019	EEF Strand (Toolkit)		
					Cost (£5,000)	Evidence Strength (4)	Impact (+5 Months)
Developing a bank of resources to broaden the exposure to high quality language 1. Purchasing of resources highlighted through CPD	£5,000 (continued cost)	<ul style="list-style-type: none"> • Good quality resources available for staff to use • Staff and children have access to these resources daily • Children will be developing oral language skills • Increased use of high quality vocabulary in writing 	1. Book scrutinies by senior and middle leaders 2. Lesson observation notes 3. Resources stored centrally KG/ JD- Lead	<ul style="list-style-type: none"> • Comic Club to target pupils below ARE and not engaging in reading (Autumn 2)- Currently 16 children attending, 3 of which were previously very reluctant readers. • Reading Buddies to partner pupils below ARE (now in place for Years 2- 	Developing Oral Language skills		

<p>and good practice</p> <p>2. Resources being used in Library and class sessions throughout the day.</p> <p>3. CPD sessions with a focus on developing vocabulary.</p> <p>4. Review and implement writing sequence to focus on spelling and ARE learning objectives.</p> <p>5. Feedback to learning policy to be reviewed.</p>		<ul style="list-style-type: none"> Improved standards in writing with an increase of 10% of children who are PPG achieving ARE 		<p>4). Children who were not reading at home are now reading regularly in school.</p> <ul style="list-style-type: none"> Now have 40 Hulme Grammar Reading Buddies 2X per week to read with identified pupils in KS2. JD attended Digismart training and all iPADS now have Reading Skills app on. 12X Year 6 pupils currently using as an early morning booster session twice per week (6 PPG). Whole class sessions once per week. Approx £5,000 spent on new reading resources in Autumn term including class sets of Guided Reading books. Every child now has access to guided reading books and we have implemented a new English structure to support rapid progress. Too soon to see if this has had impact on outcomes. There has been an increase in 2% to 54% of 	
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				<p>PPG pupils reaching ARE in writing from Autumn to Summer term (except Year 4 slight dip) Significant rises in Year 2 and Year 6. (27% and 39%)</p> <ul style="list-style-type: none">• There has been an increase in 2% to 46% of PPG pupils reaching ARE in Reading from Autumn to Summer term (except Year 2, 3 and 4 slight dip)• JD/SB Reading Inference training. Further sessions to broaden staff knowledge and competence in delivering Inference sessions have begun including support staff across school. Children have been targeted in PP Meetings for this support and outcomes will be tracked next term.• SB has now delivered the inference training to all TAs. KS2 TAs now incorporate the inference activities into targeted intervention work.	
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				<ul style="list-style-type: none">• Guided Reading/English Book scrutiny. Monitoring shows increased opportunities to revisit new vocabulary throughout the week. Increased exposure to a range of high quality text types, improved consistency in the planning and delivery in the teaching of reading. There has been an increase in reading attainment for our PPG children of 40% but not as rapid as we would like as new systems are not fully embedded.• Book Scrutiny with Christine Schofield and Jonathan Bell, external moderation by the LA of KS1 (second year running) and EYFS. These confirmed accurate teacher assessment.• Staff meeting to review Guided Reading delivery and expectations• EAL Champions training has been accessed and the team are	
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				<p>disseminating strategies and resources to staff. KG will be monitoring the impact of this on attainment as Inclusion Lead.</p> <ul style="list-style-type: none">• Dual language books purchased. These will now be used to support EAL learners and the usage will be monitored by the Inclusion Lead and English Lead.• Word aware strategies and activities continue to be used as part of the new Guided Reading and English planning structures to improve and widen pupil's vocabulary.• Positive impact was noted in Reading SATs results following the use of the Digismart app. 6 out of the 10 PPG pupils who attended the intervention sessions achieved WAS one of these achieved WAGD.	
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				<ul style="list-style-type: none"> • Digismart writing app now on all pupil ipads. • Reading interventions continue to take place across KS2 with a focus on inference. 			
<p>CPD for key members of staff in developing children's vocabulary.</p> <ol style="list-style-type: none"> 1. Communicate in Print for all staff 2. Word Awareness Training 3. EAL Champions 4. School-2-School Support : CPD and leadership support in moderation and quality assuring writing. 	£7,000 (Continued cost)	<ul style="list-style-type: none"> • Staff will have a good understanding and knowledge of Communication in Print and will be able to use this to support learners • Staff will be 'Word Awareness' trained and incorporating into their practice • Implementation of the Speak-Well Wheel • External CPD linked to School to School Support- named courses to follow- staff practice will have developed • Improved quality of teaching • Raised standards in writing 	<ul style="list-style-type: none"> • Feedback sessions with staff • Feedback from external providers • Lesson Observation notes • Assessment Data • PDM calendar <p>KG/SJW- Lead</p>	<ul style="list-style-type: none"> • All staff have attended 2 'Word Awareness' twilight sessions. This has developed staff's understanding of how vocabulary and how language can be developed. Impact on practice will be monitored over the coming term. • Two teachers and two TAs are currently attending the 'EAL champions' course to develop their own awareness and practice. • 'communication is Print' continues to be well embedded in EYFS and increasingly so in KS1. Staff are using this to support the vocabulary development and independent writing skills or less confident 	£7,000	4	+5 months
					Developing Oral and written language skills		

				<p>writers and those new to English.</p> <ul style="list-style-type: none">• School are now two full terms into the school to school support with the Harmony Trust. A new writing structure has been developed which has a large focus upon vocabulary development. A two week writing structure is in place, with specific sessions planned to develop the pupils understanding and use of age appropriate and genre specific language. This is also having a positive impact upon pupils' spelling skills. Development of a 7-step maths programme are to be implemented for 2019-2020.• In several year groups, there has been an increase in the % of pupils working at ARE in writing. This is partly due to the improved focus upon basic skills within the new writing structure.	
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				<ul style="list-style-type: none">• CPD session delivered in Summer 1 to ensure teachers are accurately assessing writing regularly and planning for gaps in learning.• Planning monitored throughout Summer term has ensured gaps in writing skills are being planned for.• Writing skills weeks have been written into the English LTP to focus on raising writing attainment.• Guided Reading planning and teaching is following the agreed structure to improve the consistency and quality in the teaching of reading.• Teachers are planning their taught reading skills based on PIRA analysis data.• No Nonsense Spelling Schemes and Statutory Spellings are being explicitly taught as part of the new English planning structure.• Although evidence has been gathered from all year groups of writing	
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				<p>across the curriculum, this needs greater focus and pupils are to be provided with more opportunities to write at length to demonstrate taught skills.</p> <ul style="list-style-type: none">• Significant increase in % of PPG achieving ARE in writing from Autumn to Summer in Years 2 and 6 (Year 2 8% to 44% Year 6 17% to 54%)• Increase in PPG pupils reaching ARE in writing has risen from 44% to 63% in Year 3 and 33% to 38% in Year 5.• Slight decreases in % of PPG pupils achieving ARE in writing in Years 1 and 4 are due to INA.• No significant increases were seen in PPG pupils achieving ARE in reading from Autumn to Summer. This remains an area of high priority.• All staff have attended 2 'Word Awareness' twilight sessions. This has developed staff's understanding of how vocabulary and how	
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				<p>language can be developed. Impact on practice will be monitored over the coming term.</p> <ul style="list-style-type: none">• Word Aware is now embedded in the new English Planning structure. New vocabulary is explicitly taught on Day 3 of the 10- day cycle.• Ideas from training have already been implemented into the KS2 guided reading structure, such as pupils self-assessing their understanding of words.• Monitoring/feedback completed of the teaching of vocabulary in Guided Reading. A greater variety of vocabulary activities needed is evident.• DD led training on 'Communication in Print'. This is now being extremely well developed in Nursery and Reception with objects and pictures used to support pupil's vocabulary	
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				<p>development. Staff in KS1 and KS2 have experimented with its use to support pupils' writing.</p> <ul style="list-style-type: none">• All KS1 and KS2 staff have taken part in writing moderation (some key year groups with staff from the Harmony Trust). This has helped to verify our teacher assessments of pupils' writing. Year 2 externally moderated, assessments were judged to be accurate. EYFS assessment externally moderated by the LA. Again assessments judged to be accurate.• Change to writing sequence, has had a positive impact on writing standards across the school.• One T and one TA have been attending the EAL champions course to build capacity across school for all children.• Additionally, a T and TA have attended inference training provided by the	
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				<p>Harmony Trust and this has developed the teaching of reading for Y6 pupils.</p> <ul style="list-style-type: none"> Nursery children have been accessing Communication in Print effectively and this has had a positive impact on their confidence and reducing EAL barriers. 			
<p>School Trips</p> <p>1. The cost of school trips to be subsidised, to ensure that all can access these enhanced curriculum experiences.</p>	<ul style="list-style-type: none"> £10,000 (continued cost) 	<ul style="list-style-type: none"> All children will access school trips and will have all necessary resources needed. All children will access a range of good quality experiences which will support the development of imagination and writing Excitement in the curriculum will lead to improvements in attendance 	<ul style="list-style-type: none"> Trip participation list Parental feedback Attendance data Work scrutiny <p>SBM/Phase Leaders- Lead</p>	<ul style="list-style-type: none"> All disadvantaged children have been supported and no children missed out due to financial difficulties. 	£10,000	3	+4 months
<p>Library / Library Club</p> <p>1. New furniture</p> <p>2. License fee for Junior Library</p> <p>3. Additional funding for new books for the library</p> <p>4. Librarian Badges</p>	<ul style="list-style-type: none"> £13,000 (continued cost) 	<ul style="list-style-type: none"> Increased numbers of children reading Raised standards in reading scores across the school Reduction of the gap between English and Maths attainment scores Raised profile of reading 	<ul style="list-style-type: none"> Reading Challenge Data Registers from Library Pupil Voice Exercises Photographs/Displays Attainment/ Progress Data <p>JD/AMc- Lead</p>	<ul style="list-style-type: none"> New books in every class library The % of pupils engaging in the Reading Challenge has increased. 75% of PPG are reading regularly at home and engaging with the Reading Challenge 	£13,000	3	+4 months
					Enhancing the curriculum.		
					Enhancing the curriculum		

		<ul style="list-style-type: none">• More children reading 3 or more times a week• Improved Library space		<ul style="list-style-type: none">• New books in the main library. All classes visit the main library each week and choose a book to read.• Reading challenge badges bought, reading challenge bookmarks bought, Reading Buddies Badges bought• There has been a big increase in the number of children already at 75+ ticks for the time of year and a large % already at 100+ ticks. 75% of PPG pupils are reading regularly at home. Measures are in place for the non - engagers (see data)• Reading Challenge Monitored and feedback given. All teachers are now aware of the pupils not fully engaging to target during assembly times. Year 2, 3 and 4 pupils not engaging in the challenge are now paired up with a Reading Buddy and read twice per week in school.	
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				<ul style="list-style-type: none"> Review of Guided Reading delivered in PDM (27/11/18). There has been an improvement in the consistency and quality of the teaching of reading skills and vocabulary. There is now a clear weekly structure in place to follow. Impact of this has seen an above national average trend for spelling in Year 6 SPaG tests. New PIRA Reading Assessment material has also been purchased to gain an accurate picture of progress and pupils on track. 			
<p>Focused intervention groups</p> <p>1. Children to attend focused reading and writing interventions with trained staff</p>	<p>£18,000 Staff salary costs (continued cost)</p>	<ul style="list-style-type: none"> Raised standards in reading and writing Improved scaffolding of writing Improved knowledge of what the expectations are of different genres of writing. 	<ul style="list-style-type: none"> Learning walks Timetables/ group lists Assessment Data <p>KG-Lead</p>	<ul style="list-style-type: none"> Summer Term: All class teachers have planned appropriate writing and reading interventions for children in their year group Reading interventions for PPG children: 20 children (-0.57 average VA) Writing interventions for PPG children: 	£18,000	2	+4 months

				<p>15 children (-0.56 average VA)</p> <ul style="list-style-type: none">• Information and advice from external agencies (QEST, EP, RWI) used to help teachers identify appropriate, named interventions to meet the learning needs of their children.• All staff have attended Word Aware training, developing a consistent approach to the teaching of reading and writing (including interventions). See above for further details• All staff have attended Communication In Print training, developing a consistent approach to the teaching of reading and writing (including interventions). See above for further details• All staff attended the INSET day in January which was supported by Harmony trust. The focus for the day was to develop a consistent, whole	
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				<p>school approach to developing writing throughout school. See above for further details</p> <ul style="list-style-type: none"> • Reading lead continuing to support and develop other practitioners' delivery of RWI interventions – ongoing professional development for all staff delivering RWI. See above for further details • Two teachers and two TA's attending the EAL champions course this term, supporting a whole school approach towards interventions provided for our EAL learners. See above for further details • End of KS2 PPG progress scores: Reading 0.33 / Writing 1.11 / Maths 1.10, all positive and in-line / above national. 			
Developing the outdoor learning environment for KS2.	AT- £15,000 £500	<ul style="list-style-type: none"> • Children who do not have regular access to a safe and secure outdoor environment will be able to develop their social skills in the school 	<ul style="list-style-type: none"> • Reduced issues of behaviour at playtimes • Pupil feedback about their outdoor environment, confidence and abilities 	<ul style="list-style-type: none"> • Middays report less low level behaviour issues at lunch time as the children are engaged in activities. 	£15,500	4	+5 months
					Collaborative Learning		

<p>1. Playground resources for Befrienders to lead games</p> <p>2. Obstacle Course</p>	<p>(continued cost)</p>	<p>grounds enabling them to build confidence outside of the classroom setting</p> <ul style="list-style-type: none"> • Obstacle course to develop confidence, self-esteem and enjoyment. Whilst developing balance and advancing motor skills • Children will learn to problem-solve and collaborate with each other • Developed understanding of healthy competition and being able to lose appropriately • Teachers will be able to use the outdoor area more appropriately with the curriculum in a creative way – outdoor learning/ change of environment 	<ul style="list-style-type: none"> • Observations • Staff feedback <p>CN/KLM-Lead</p>	<ul style="list-style-type: none"> • Pupil voice report requests for additional equipment which has been bought. Befrienders are in place with timetables- this will continue next academic year. • Number of minor first aid injuries remains broadly the same for KS1 compared to last year. To ensure the children know how to use the equipment correctly, KS2 staff have shown the children how to use the outdoor equipment. Additional staff are outside during lunchtime to support social learning. • Pupils report they enjoy lunchtimes and break times. They are keen to continue developing a bank of playground resources. • All children now have access to good quality outdoor play equipment and are not disadvantaged by not being able to access the same type of 	
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				<p>equipment outside of school.</p> <ul style="list-style-type: none"> The Trim Trail and KS1 outdoor learning environment helps children build confidence and develop their motor skills whilst being outside in the natural environment, which in turn activates their SEEKING system and develops capacity for imagination and social development. 			
<p>After school/ Lunch Club Provision</p> <ul style="list-style-type: none"> A range of clubs to be organised and put on for children to develop their skills, confidence and self-esteem- i.e. relaxation club, sports club etc 	<p>£500 (continued cost)</p> <p>Total=£500</p>	<ul style="list-style-type: none"> Pupil confidence has improved along with social skills and self esteem Children want to attend more activities in and around school- improved pupil participation Developing a breadth of experiences for the children 	<ul style="list-style-type: none"> Club timetable Club registers Pupil Voice Observations Displays <p>KLM-Lead</p>	<ul style="list-style-type: none"> Comic Club, Reading Club, Chill Skills and Ukulele Club were offered over Autumn Term with a total of 54 children. 16 children were PP. Due to the success of clubs. School Council have asked the children to see what other clubs they would like. Clubs on offer over Spring and Summer – Chill Skills, Ukulele, Drama, Judo, Baking, Badge Making & Sports. Total number of PP children for Summer Term were 18. 	£500	2	+2months
					Sports Participation Arts Participation		
Breakfast Club			<ul style="list-style-type: none"> Breakfast club registers 		£2000		

<p>1. All PP children invited to breakfast club – breakfast provided</p> <p>2. Resources/ games for engagement during breakfast club</p> <p>3. Staff to cover the session</p>	<p>£2000 (continued cost)</p> <p>Total= £2000</p>	<ul style="list-style-type: none"> Increased number of PP children access a breakfast at school Increased number of children engaging with breakfast club activities Improvement in punctuality for children persistently late 	<ul style="list-style-type: none"> Observations Punctuality data Pupil Voice <p>KLM/RC- Lead</p>	<ul style="list-style-type: none"> 19 children currently attending breakfast club of a total of 28. This shows a slight increase in take up from Autumn Term. RC will continue to contact all PP parents to invite them to breakfast club for next academic year. Pupil voice shows the children like the club but were not keen on the breakfasts being offered. This led to change and the breakfasts on offer have now been changed and there is more choice. 2 children targeted to attend breakfast club to help punctuality have seen a decrease in minutes late. Other children are still being coached into attending. 			
<p>Social and Emotional Support</p> <p>1. Targeted children requiring additional support around SEMH to work with trained</p>	<p>£250 (continued cost)</p> <p>£10,000 Staff Salaries (continued cost)</p> <p>£450 (continued cost)</p>	<ul style="list-style-type: none"> Children will be able to access the curriculum better due to their SEMH needs being supported Children needing specific support around their social and emotional mental health are 	<ul style="list-style-type: none"> Motional/ SDQ Data Timetables - cohorts Observations Teacher comments Pupil comments Reduction in behaviour incidents SEMH Team minuets/ action plan PDBW Report 	<ul style="list-style-type: none"> Currently too soon to see if this support has had an impact on academic data. However, 5 children receiving 1:1 children have seen a large reduction in red slips and time out of class. 3 of the children have improved attendance and are 	<p>£700+ staff salaries</p>	<p>4</p>	<p>+4 months</p>
<p>Social and Emotional Support</p>							

<p>trauma aware staff</p> <p>2. SLT members trained in TISUK approaches to support with whole school implementation</p>	<p>Total Cost=£10,700</p>	<p>accessing additional sessions within school</p> <ul style="list-style-type: none"> • SDQ Data/ Motional will show an improvement in SEMH outcomes and children will be subsequently making academic progress • Whole school approach for supporting children with additional behaviour/ social and emotional mental health needs • Improvement in behaviour incidents 	<p>SEMH Team- Lead</p>	<p>accessing their lessons more consistently. Motional Assessments show great increases in executive functioning and pro-social behaviours.</p> <ul style="list-style-type: none"> • Due to staff absence and some additional training needs, group work did not take place and this action will be moved to next term. 1:1 work was facilitated with 6 children who were also PP. 	
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<p>Attendance Support</p> <p>1. LA SLA for home visits, panel meetings and attendance drop-ins</p> <p>2. Attendance awards – prizes</p>	<p>£900 (continued cost)</p> <p>£350 x 3 terms £1050 so far (continued cost)</p> <p>Total=£1950</p>	<ul style="list-style-type: none"> • PPG V NPPG gap will continue to diminish • PPG children will not be disadvantaged by poor attendance • Concerns around attendance will be tackled promptly • Parental turn out for panel 	<ul style="list-style-type: none"> • Attendance Data • Special Assembly observations • Panel meeting notes • Attendance Tracker • Register/ Attendance audit <p>KLM/CF-Lead</p>	<table border="1" data-bbox="1227 938 1816 1134"> <thead> <tr> <th>Current Attendance</th> <th>PA</th> <th>PPG</th> <th>Gap between PPG and None PPG</th> <th>PA without holidays</th> <th>PA without holidays and children who have serious medical conditions or illness</th> </tr> </thead> <tbody> <tr> <td>95.63%</td> <td>9.2%</td> <td>95.45%</td> <td>0.45%</td> <td>6.19%</td> <td>4.69%</td> </tr> </tbody> </table> <p>PPG children attendance continues to improve and the gap between NPP and PP shows that PP children are not disadvantaged by poor attendance.</p>	Current Attendance	PA	PPG	Gap between PPG and None PPG	PA without holidays	PA without holidays and children who have serious medical conditions or illness	95.63%	9.2%	95.45%	0.45%	6.19%	4.69%	<p>£1950</p>
Current Attendance	PA	PPG	Gap between PPG and None PPG	PA without holidays	PA without holidays and children who have serious medical conditions or illness												
95.63%	9.2%	95.45%	0.45%	6.19%	4.69%												

		meetings will increase <ul style="list-style-type: none"> Attendance data will continue to be in line with or above national average 						
Parental Involvement 1. Resourcing and staffing sessions for parents to help their children at home such as phonics sessions, SATs Prep, Story Massage etc 2. CHAI Group to support mum's with raising aspirations, protection and inspiring a love of learning	£500 x 3 terms (continued cost) £2170 (continued cost) Total=£3670	<ul style="list-style-type: none"> Parents will have a greater understanding of how to support their children at home Parental involvement in school activities will increase Children will feel better supported with their education and subsequently make better progress Mums will feel more empowered to support their children with the learning and seek help when needed 	<ul style="list-style-type: none"> Timetable of events Registers Displays Assessment Data Teacher/ Pupil Comments KLM/ Phase Leaders- Lead	<ul style="list-style-type: none"> Parents report that attending school gives them a better understanding of helping their children and what we do to support the children. The number of parents attending sessions has increased from 153 to 298. As well as ESOL Classes, Mosaic, Speech and Language sessions with NHS SALT team and CHAI Project, there was also 20 other curriculum/ safeguarding based workshops offered. Children attending sessions with their parents such as the Year 5 Tudor session reported their enjoyment in parents being in school which positively impacted on their self-esteem and confidence. RC delivered Mosaic with 22 children who are all PP- parents report this has improved their understanding of learning and how to help their children. 	<table border="1"> <tr> <td>£3670</td> <td>3</td> <td>+3months</td> </tr> </table>	£3670	3	+3months
					£3670	3	+3months	
Parental Involvement								

Uniform and subsidiaries 1. Financial support towards cost of uniform, swimming caps and other items that might hinder the educational attainment or wellbeing	Total=£1000	<ul style="list-style-type: none"> Children to have access to uniform and items they need to support education and wellbeing Children to feel a sense of 'togetherness' and not disadvantaged by lack of uniform or items needed to support development 	<ul style="list-style-type: none"> Financial records Requests from parents/ minutes of meetings Orders placed Pupil Progress Meeting Minutes 	<ul style="list-style-type: none"> All disadvantaged children have been supported where necessary and no children have missed out due to financial difficulties. 	£1000

	Year 6				Year 5				Year 4				Year 3				Year 2				Year 1			
	No.	R	W	M																				
All	68	60%	71%	72%	70	61%	43%	61%	67	57%	46%	57%	57	67%	47%	63%	59	58%	51%	56%	58	50%	50%	55%
Pupil Premium	24	46%	54%	63%	24	54%	38%	54%	22	46%	41%	55%	15	60%	60%	60%	14	43%	29%	36%	18	28%	28%	33%
Not Pupil Premium	42	68%	80%	77%	46	65%	46%	65%	45	62%	49%	58%	42	69%	43%	64%	45	62%	58%	62%	40	60%	60%	65%

Total allocated spend (2018-2019)	£174,240 total spend 2018-2019	Total Grant £174,420
<p data-bbox="517 387 1659 496">Full allocation has not been made at the start of the academic year to account for any changes in the requirements of the students throughout the year. Spend and impact is monitored on a termly basis.</p> <p data-bbox="517 544 1659 616">Evidence Strength taken from Research by Sutton Trust and EEF – the higher the score the greater the evidence strength around the impact of the particular intervention.</p>		