



Pupil Premium Strategy Statement 2018-2019

The Federation of St. Mary's Catholic Schools

| 1. Summary Information | | | | | |
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| School | St Mary's Infant School Newton le Willows | | | | |
| Academic Year | 2018-2019 | Total PP Budget | £20,100 (for financial year not academic year) | Date of most recent PP Review | N/A |
| | | Number of pupils eligible for PP | 15 EVER6/FSM 1 Service children | Date for next review of this strategy | Jan 19 April 19-(to bring in line with financial year) |
| Total Number of Pupils eligible for PP | | | 16 | | |
| Total Number of Free School Meals(FSM) pupils of roll or Ever 6 | | | 15 | | |
| Total number of children looked after (CLA) | | | 0 | | |
| Total number of children adopted from care | | | 0 | | |
| Total number of children Service Children | | | 1 | | |
| Total grant from FSM PPG | | | £20,100 | | |

| 2.Current Attainment- pupils achieving ARE's or above at the end of 2017-2018 |
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| <p>EYFS overview: The proportion of disadvantaged students at St Mary's achieving GLS is -25% below that of the Local Authority average for disadvantaged.</p> <p>End of KS1 overview:</p> <p>Reading-The proportion of disadvantaged students at St Mary's working at the expected standard in Reading is 20% above that of the Local Authority average for disadvantaged.</p> <p>Writing-The proportion of disadvantaged students at St Mary's working at the expected standard in Writing is 24% above that of the Local Authority average for disadvantaged.</p> <p>Maths-The proportion of disadvantaged students at St Mary's working at the expected standard in Maths is 17 % above that of the Local Authority average for disadvantaged.</p> |

EYFS detailed overview:

Percentage of children achieving a good level of development (GLD) at the end of EYFS: DATA EXTERNALLY MODERATED BY LA

| All Pupils | | | | |
|------------|-------|-------|-------|-------|
| | 2015 | 2016 | 2017 | 2018 |
| St Mary's | 75% | 59.3% | 62.7% | 79.7% |
| LA | 64.4% | 66.0% | 67% | 69% |
| National | 66.3% | 69.3% | 70.7% | TBC |

Percentage of children achieving a good level of development (GLD) at the end of EYFS:

| All Pupils | | | | |
|--------------------------|-------|-------|-------|-------|
| | 2015 | 2016 | 2017 | 2018 |
| Communication & Language | 90.0% | 72.9% | 84.7% | 84.7% |
| Literacy | 75.0% | 59.3% | 62.7% | 81.4% |
| Mathematics | 80.0% | 66.1% | 79.7% | 84.7% |

Improvement in GLD compared to last 3 previous years, continuing upward trend, also improvement in C&L, Literacy and Maths. However the number of PPG children achieving GLD is still lower than LA: School -25% LA- 50%. Average point score still also slightly below LA: School 27.3% LA-30.2%

Comparison of PPG V Non PPG GLD 2017-2018

| | St Mary's | | | LA | | | National | | |
|-----------------------|-----------|-----------|-------|-----|-----------|-------|----------|-----------|-------|
| | GLD | ALL ELG's | APS | GLD | ALL ELG's | APS | GLD | ALL ELG's | APS |
| Pupil Premium 4/59 | 25% | 25% | 27.3% | 50% | 48% | 30.2% | 56% | 54% | 31.5% |
| Non PP 55/59 | 84% | 82% | 35.4% | 73% | 82% | 34.6% | 73% | 71% | 34.9% |

KS1 overview:

ENGLISH

Comparison of PPG V Non PPG per cohort end of year assessments-July 2018

| YEAR 1 | | % Achieved Expected | | % Achieved GD | |
|-------------------------|-------|---------------------|---------|---------------|---------|
| | | Reading | Writing | Reading | Writing |
| No of PP% of cohort | 9/59 | 4/9 | 2/9 | 0/9 | 0/9 |
| | 15% | 44% | 22% | 0% | 0% |
| No of PP% of non cohort | 50/59 | 45/50 | 41/50 | 9/50 | 7/50 |
| | 85% | 90% | 82% | 18% | 14% |
| Gap difference | | -50% | -70% | -18% | -14% |

| YEAR 2 | | % Achieved Expected | | % Achieved GD | |
|-------------------------|-------|---------------------|---------|---------------|---------|
| | | Reading | Writing | Reading | Writing |
| No of PP% of cohort | 6/10 | 4/5 | 4/5 | 0/5 | 0/5 |
| | 15% | 80% | 80% | 0% | 0% |
| No of PP% of non cohort | 54/60 | 35/54 | 31/54 | 12/54 | 4/54 |
| | 85% | 65% | 57% | 22% | 7% |
| Gap difference | | +15% | +23% | -22% | -7% |

MATHS

Comparison of PPG V Non PPG per cohort end of year assessments-July 2018

| YEAR 1 | | % Achieved Expected | % Achieved GD |
|-------------------------|--------------|---------------------|---------------|
| No of PP% of cohort | 9/59 15% | 6/9 67% | 0/9 0% |
| No of PP% of non cohort | 50/59 85% | 47/50 94% | 5/50 10% |
| Gap difference | | -27% | -10% |

| YEAR2 | | % Achieved Expected | % Achieved GD |
|--------------------------|-------|---------------------|---------------|
| No of PP% of cohort | 5/60 | 4/5 80% | 0/5 0% |
| No of PP% of non- cohort | 55/60 | 39/55 71% | 10/55 18% |
| Gap difference | | +9% | -18% |

3. Barriers to future attainment (for pupils eligible for PP)

In-School barriers (issues to be addressed in school)

A. Historically Low GLD results for PP children not inline or above national expectations-currently only 2 PP in reception

B. Significant gap between pupil premium attainment and progress in Y1-current year 2

C. Historical (prior to last academic year) national and LA gap between PP and Non PP children achieving expected age related expectations or above at end of KS1

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| External barriers (issues that require action outside of school) |
| D .Attendance and punctuality rates for PPG pupils have been historically lower that of non-PP students in some year groups. This potentially reduces their time spent learning and could impact on their attainment and progress. |
| E.Lack of parental engagement of PPG families, Low aspirations of PPG pupils and lack of routine in the home, thus impacting on readiness to learn. |
| F.Lack of life experiences and enrichment activities |
| G.Develop aspiration of PPG and Non PPG pupils |

| 4. Desires outcomes (desired outcomes and how they will be measured) | Success criteria |
|---|---|
| A. Increase outcomes for PPG pupils within EYFS for Communication & Language, Maths and Literacy – to bring them in-line with National expectation | 100% of PPG pupils (note only currently 2 PPG in reception cohort) achieving in-line or above national expectation will increase to bring them in line with national standard. Overall GLD to continue to rise. |
| B. Increase outcome for PPG pupils for Phonics both at Y1 phonic screening and for phonic retakes at Y2. | 80% of PPG pupils(4/5) to pass Y1 phonic screening test 50% of PPG pupils who didn't pass phonic screening test to pass Y2 retake Gap analysis of current Y1 pupils who didn't achieve GLD to ensure consolidation of phonic knowledge |
| C. Increase progress and attainment of PPG children in Reading ,Writing and Maths at End of KS1 The in-year gap between Pupil Premium Children and non-Pupil Premium children to be narrowed in relation to the Expected standard and above in Reading, Writing and Maths. | % of ARE's achieved increases by the end of the academic year. The gap between PPG and Non PPG pupil progress and attainment reduces significantly at the end of KS1. In Reading 67% of PPG pupils achieve the expected standard or above at end of KS1.In Writing 56% of PPG pupils achieve the expected standard or above at end of KS1. In Maths 67% of PPG pupils achieve the expected standard or above at end of KS1 In year gap between PPG and Non PPG to close significantly in all year groups |
| D. Continue to increase and also maintain the attendance and punctuality for PPG pupils, in order to impact upon progress & attainment. | % gap between PPG and Non PPG will improve where necessary and be maintained. Whole school attendance target of 97.5% achieved. Number of PPG PA to decrease compared to last academic year bringing inline or better than LA average. |
| E .Continue to develop the pastoral and social provision we provide for PPG pupils and their families. Continue to develop readiness to learn and raise aspirations. Provide life experiences and enrichment activities | Build upon the positive impact of pastoral support developed last academic year. Sustained improvement in readiness to learn of pupils ensuring barriers to learning are broken down. Significant evidence of progress and impact shown on Boxhall Profiles. Provide a wide range of additional opportunities for pupils to ensure they have a range of enrichment opportunities. |

| 5. Planned Expenditure | | | | | | |
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| Academic Year | | 2018-2019 | | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support whole school strategies. | | | | | | |
| i. | | ii. Quality of teaching for all | | | | |
| Desired Outcomes | Chosen action/approach | Projected Cost | 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>Increase progress and attainment of PPG children in Maths at End of KS1</p> <p>The in-year gap between Pupil Premium Children and non-Pupil Premium children to be narrowed in relation to the Expected standard and above in Maths</p> | Quality first teaching for all delivered by all staff to all pupils. | | <p>Previous in school, National and Local Authority data show that there is a need to narrow the gap between PPG and non-PPG pupil. There is a significant gap between National Standard for Attainment and Progress for PPG pupils</p> <p>End of year data 2017-18 highlighted the following gaps for PPG v Non PPG:</p> <p>PPG v Non PPG: MATHS Y1-27% at expected standard -10% at greater depth</p> <p>Y2 +9% at expected standard -18% at greater depth</p> | <p>Outcomes for PPG pupils linked to performance management targets for 2018-19</p> <p>Performance management objectives in place which clearly identify PPG children and their attainment and progress targets</p> <p>Pupil Progress meeting and class action plans to be produced by class teachers</p> <p>Performance managements structured conversations, mid-point reviews and final pm meetings.</p> <p>New calculation policy to be developed and introduced to reflect the focus on the quality teaching of arithmetic.</p> | <p>DM</p> <p>JD</p> | <p>In accordance with performance management cycle</p> <p>In line with monitoring and evaluation calendar</p> |

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| | | £2000 | | <p>Sarah Martin Maths Consultant to create bespoke CPD package for St Mary's. This will include 4 face to face training days for all teaching staff from Y1-2.</p> <p>Subject leader will work alongside S Martin to conduct a variety of monitoring activities.</p> <p>Subject leader and S Martin through high quality robust monitoring identified staff who will require additional support and guidance to ensure high quality quality first teaching is consistent across the school.</p> <p>Subject leader to work with named LA maths adviser to participate in a number of monitoring activities in each term</p> | <p>JD</p> <p>JD</p> <p>JD</p> <p>JD</p> | <p>End of Autumn 2</p> <p>After second visit from S Martin then after each visit.</p> |
| | Specialist PP Precision teacher to be employed to | £3000 | | Teacher to be employed from January 2019 | | January 2018 |

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| | lead interventions for identified PP pupils in all year groups. | | | <p>PP Lead to liaise with intervention manager in relation to the provision provided for selected children.</p> <p>Half termly data and ongoing gap analysis to be monitored and impact of provision measured against set criteria.</p> <p>Half termly progress meetings to be held between PP lead and intervention manager.</p> <p>PP lead to liaise with School Business Manager regarding PP funding and termly spend.</p> <p>Intervention impact and value for money will be measured and feedback to HT on a termly basis.</p> | KFR | <p>Half Termly</p> <p>Half Termly</p> <p>Half Termly</p> |
| <p>Increase progress and attainment of PPG children in Reading and Writing at End of KS1</p> <p>The in-year gap between Pupil</p> | Quality first teaching for all delivered by all staff to all pupils. | | <p>Previous in school, National and Local Authority data show that there is a need to narrow the gap between PPG and non-PPG pupil. There is a significant gap between National Standard for Attainment and Progress for PPG pupils</p> | <p>Outcomes for PPG pupils linked to performance management targets for 2018-19</p> <p>Performance management objectives in place which clearly identify PPG children and</p> | DM | In accordance with performance management cycle |

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| <p>Premium Children and non-Pupil Premium children to be narrowed in relation to the Expected standard and above in Reading and Writing</p> | <p>Work with LA consultant to improve the provision of reading, with a particular focus on guided reading and writing</p> | | <p>End of year data 2017-18 highlighted the following gaps for PPG v Non PPG:</p> <p>PPG v Non PPG: READING Y1-50% at expected standard -18% at greater depth</p> <p>Y2 +15% at expected standard -22% at greater depth</p> <p>WRITING Y1-70% at expected standard -14% at greater depth</p> <p>Y2+23% at expected standard -7% at greater depth</p> | <p>their attainment and progress targets</p> <p>Pupil Progress meeting and class action plans to be produced by class teachers</p> <p>Performance managements structured conversations, mid-point reviews and final pm meetings.</p> <p>English lead to work with J French English Consultant to create bespoke CPD package for St Mary's. This will include termly face to face training days for all teaching staff from Y3-6.</p> <p>Subject leader will work alongside J French to conduct a variety of monitoring activities.</p> <p>Subject leader and J French through high quality robust monitoring identified staff who will require additional support and guidance to ensure high quality quality first teaching is consistent across the school.</p> | <p>LW</p> | <p>In line with monitoring and evaluation calendar</p> |
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| | | £3,689.16 | | <p>Subject leader/Head of School/PP and Execute Head will conduct a number of monitoring activities to monitor improvement in quality first teaching.</p> <p>Teacher to be employed from January 2019</p> <p>PP Lead to liaise with intervention manager in relation to the provision provided for selected children.</p> <p>Half termly data and ongoing gap analysis to be monitored and impact of provision measured against set criteria.</p> <p>Half termly progress meetings to be held between PP lead and intervention manager.</p> <p>PP lead to liaise with School Business Manager regarding PP funding and termly spend.</p> <p>Intervention impact and value for money will be</p> | <p>SLT</p> <p>KFR</p> <p>DM</p> | <p>January 2019</p> <p>½ termly</p> <p>Termly</p> |
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| | | | | measured and feedback to HT on a termly basis. | | |
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| | | | | | Total budgeted cost | £8,689.16 |
| iii. | | iv. Targeted support | | | | |
| Desired Outcomes | Chosen action/approach | Cost | What is the evidence and rationale for this choice | How will you ensure it is implemented well? | Staff Lead | When will you review implementation? |
| A. Increase outcomes for PPG pupils within EYFS for Communication & Language, Maths and Literacy – to bring them in-line with National expectation | Targeted small group interventions such as talk boost | £1412.19 | <i>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.</i> | <ul style="list-style-type: none"> -Staff to create provision maps for all individual PP children. -Analysis of baseline data and end of year -CPD to be identified for staff who will deliver intervention. -Timetabling to be organised to ensure delivery of interventions. - -TA supervision meetings to take place, to discuss progress and impact of interventions -1/2 termly, termly tracking and data analysis using revised template to monitor impact and | Class teacher SLT KFR KFR | Termly After ever data drop Termly ½ termly |

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| | | | | <p>progress.</p> <ul style="list-style-type: none"> -Pupil progress meeting with teachers to monitor progress of identified children. -Teachers to report on progress and impact of chosen strategies through completion of impact statement template | <p>KFR</p> <p>Class teacher</p> | <p>Termly</p> <p>Termly</p> |
| <p>B. Increase outcome for PPG pupils for Phonics both at Y1 phonic screening and for phonic retakes at Y2.</p> | <p>Provide all teaching and support staff with additional training to ensure high quality teaching (Read Write Inc.) whole class sessions and interventions</p> <p>Targeted interventions to take place for identified children.</p> | <p>RWI training costs to be covered by additional funding bid.</p> <p>£2353.65</p> | <p>In school academic data identified need to continue to develop the focus on phonics.</p> <p>Changes in staffing identify the need for staff to be retrained or fully trained to ensure consistency and high quality provision.</p> | <p>Phonics lead to monitor groupings of children</p> <ul style="list-style-type: none"> -Phonics lead to track and monitor the progress of PPG children in their phonics -half termly reviews of progress to be carried out. -drops in and learning walks to be carried out from lines of enquiry. -Staff attend relevant | <p>CT</p> <p>SLT/ CT</p> | <p>Half termly</p> <p>On going</p> |
| <p>C. Increase attendance for PPG pupils, in order to impact upon progress & attainment</p> | <p>Increased staff awareness of the systems we have in place in school to tackle poor attendance.</p> <p>Use of EWO and EWS to target and support specific family.</p> | <p>£2145.00</p> | <p>In school data for last academic year 2017-2018 shows a significant link between good attendance and improved progress and attainment for all phases.</p> <p>School data also show that attendance of PPG is improving. Pupil Premium Review September 2018 noted positive impact this strategy was having.</p> | <p>Continue to give teaching staff time in staff meeting on a termly basis to monitor their own class attendance.</p> <p>Class teachers to be responsible for ensure any work missed due to absence is given to child to complete wither at home or in school with</p> | <p>KFR</p> <p>All staff</p> | <p>On going</p> <p>Ongoing</p> |

| | Maintain the use of motivational prizes and rewards to school attendance. Publically publish attendance figures weekly in the school newsletter and introduce it onto the school website | | <i>NFER briefing for school leaders identifies addressing attendance as a keystone.</i> | <p>support</p> <p>Office staff to continue to attend SIMS training to keep abreast of changes to sims.</p> <p>KFR/LC to meet regularly with the EWO.</p> <p>KFR and EWO to conduct Termly attendance monitoring.</p> <p>Share information termly with the Governors.</p> <p>Children to receive a raffle ticket for every week they have been in school, ½ termly attendance assembly were a winner is drawn receiving a voucher prize-winners to be published on newsletters and website.</p> | <p>Office staff</p> <p>KFR/LC</p> <p>DM</p> | <p>Ongoing</p> <p>½ Termly/ EWO scheduled with parents meeting immediately when required</p> <p>See governor meeting calendar.</p> |
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| Total budgeted cost | | | | | | £5,910.84 |
| v. | | vi. Other approaches | | | | |
| Desired Outcomes | Chosen action/approach | Projected cost | What is the evidence and rationale for this choice | How will you ensure it is implemented well? | Staff Lead | When will you review implementation? |
| D.Continue to improve the pastoral and social provision we provide for PPG | Continue to develop the pastoral and social support we provide for our PPG | £3500 | Significant success with the strategy that was developed and introduced last year had a significant impact. This impact was noted in the Pupil Premium | Pastoral lead TB to work closely with KFR and NF to continue to develop a whole school pastoral support package for PPG | KFR | Autumn 1-ongoing |

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| <p>pupils and their families.</p> | <p>children and their families</p> | | <p>Review Conducted in September 2018:</p> <p><i>‘ the pastoral manager was passionate about her recently established role and described a number of interventions and support strategies she had implemented that had impact on disadvantaged pupils. There is evidence that an increased number of ‘hard to reach’ families are engaging with school and that this has contributed to the success’</i> R C Pupil Premium Reviewer</p> <p><i>Historical school school data shows that PPG families are less likely to attend parents evening to discuss progress or attend workshops, this improved last year due to employing successful strategies.</i></p> <p><i>Parents are key in supporting effective learning as shown by a number of research project (Sutton Trust) Involving parents has a +3 impact on progress but we feel that additional social and emotional benefits and improved relationships may have an even greater impact than research would suggest in our setting.</i></p> | <p>pupils</p> <p>PB and KFR to hold fortnightly meeting to discuss PPG pupils, discussing provision, academic success.</p> <p>All class teachers to complete termly barriers to learning forms.</p> <p>All class teachers to complete provision maps for each individual</p> <p>Pastoral support referral form to be continued to be completed by class teacher once they have identified any pupils for pastoral support</p> <p>TB to continue to forge and maintain regular contact with PP families to encourage positive family involvement including when necessary home visits -provide valuable signposting for families with a range of specialist services such as counselling and financial support -led and attend meeting</p> | <p>KFR/TB</p> <p>Class teachers</p> <p>Class teacher KFR TB</p> <p>TB/KFR</p> | <p>Fortnightly</p> <p>Autumn 1 to begin then at the start of each Spring 1 and Summer End of each term</p> <p>Ongoing Termly analysis-end of every term. Ongoing through year. Impact review at end of Every term</p> |
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| | | | <p><i>The Teaching & Learning toolkit suggest that parental involvement is consistently associated with pupils' success at school</i></p> <p>.</p> | <p>such as Family Action and Child in Need cases</p> <ul style="list-style-type: none"> -liaise with statutory and additional outside agencies to ensure access to all information required is shared promptly and effectively -support additional transition requirements of PPG pupils -Follow up on concerns highlighted by staff on pastoral referral forms -support the work on attendance and punctuality -provide pupils with information/guidance so they can make proactive decisions and choices about their own behaviour, learning and attitude. -sign post parents to health advice -forge and strengthen links with Housing Associations and School Nurses <p>Monitor attendance of PPG parents at parents evenings and workshop meetings.</p> <p>Monitoring and</p> | | <p>Ongoing, after each event and at end of every term overall.</p> |
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| | | | | evaluation of workshops and programs. | | |
| D.Increase readiness to learn for PPG pupil, in order to impact upon progress and attainment. | Provide before and after school provision at our breakfast and afterschool club for identified pupils- link with attendance and punctuality. | £500.00 | <p>PPG families have less disposable income and funds to pay for enrichment activities.</p> <p>Providing breakfast club and afterschool club for PPG has had huge impact to individual pupils in the last 2 years evident in pupil case studies.</p> <p><i>This impact was noted in the Pupil Premium Review Conducted in September 2018: 'Case studies of families with PA showed improvements to attendance from Breakfast Club attendance'</i> R C Pupil Premium Reviewer</p> | <p>KFR /TB to identify PPG pupils who would benefit from this provision, speak to parents of identified pupils to map potential provision.</p> <p>Monitor attendance and impact provision is having on pupils.</p> <p>Termly progress meetings with provision manager JE.</p> <p>Case studies/pupil voices to be completed to evidence impact.</p> | <p>KFR</p> <p>JE/KFR/TB</p> <p>KFR</p> | <p>Termly</p> <p>On going</p> <p>Termly</p> |
| | Subsidise enrichment activities and educational visits. | £800 | <p>Barriers to learning, Pupil voice and discussions with parent highlight that a number of our PPG have limited enrichment opportunities outside of school</p> <p><i>The Sutton Trust toolkit identifies positive gains in progress as a result of</i></p> | <p>All PPG pupils to attend at least 1 subsidised extra-curricular club as a minimum provision.</p> <p>Class teacher to identify potential club that will interest the child.</p> | <p>Class teachers</p> <p>KFR/TB</p> | <p>Autumn 1</p> |

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| | | | <p><i>additional participation in services that provide arts, outdoor learning and sports participation as having positive effects on pupil outcomes</i></p> | <p>KFR and TB during 1:1 parent meeting discuss possible clubs that would interest/ benefit the individual child.</p> <p>Children are not excluded. Pupils experience enrichment, enjoyment and participation.</p> <p>Every PPG pupil to be provided with subsidised trips and activities,</p> | | <p>Autumn term/Summer Term</p> <p>Review ongoing</p> |
| <p>D. Raise aspirations of PPG pupils to impact on attainment and progress.</p> | <p>Provide financial hardship fund to fund uniform, winter coats and other additional resources that PPG families may not be able to finance.</p> | <p>£500.00</p> | <p>PPG families have less disposable income and funds to pay for material resources. Often pupils have low self-esteem and confidence.</p> <p>Promotional of a sense of well-being and belonging to the school community.</p> <p><i>'The choices that schools make in allocating the money will be vital so that the funding can help raise pupil's attainment and aspirations-Sutton document.</i></p> | <p>Financial support will be granted by Executive Head after rigorous consultation with SLT and parents.</p> <p>Class teachers to identify PPG pupils who require this support. Class teachers to complete intervention support form and hand to TB or KFR.</p> | <p>KFR DM</p> <p>Business Manager</p> <p>Class teachers</p> <p>TB/KFR</p> | <p>On going</p> <p>Referral forms to be introduced from September Fortnightly pastoral meeting</p> |

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| | Build positive relationships and provide role models for pupils who are experiencing difficulties. | £200.00 | <p><i>Social and emotional learning has a +4 impact according to EEF and nurture group has shown positive outcomes for pupils.</i></p> <p><i>Although mentoring has a +1 impact according to EEF data we feel that previous work within school in this area has had a greater beneficial impact on the pupils than EEF would suggest and is therefore worthwhile.</i></p> <p>Last academic year strategies such as nurture had significant impact on PPG pupils.</p> | <p>TB to put support such as mentoring and nurture (Stars Go Far Club) groups in place.</p> <p>Nurture to take place weekly on a Friday</p> <p>After school Club for identified pupils to take place in Autumn Term</p> <p>Impact and effectiveness to be monitored boxhall profiles, pupil voice, 1:1 parental meeting and evidence from class behaviour log will evidence impact.</p> <p>Workshop sessions to support parents in competition of funding application forms.</p> <p>Parents of PPG children will be invited to informal 1:1 , letters to initially be sent out autumn term. Meetings to take place at infant site, informal tone 'cake and coffee meetings' opportunities to have informal discussions about individual children, from session we will use information to add to the</p> | <p>TB/KFR NF if linked with SEND</p> <p>KFR/TB</p> <p>KFR/TB</p> | <p>Termly</p> <p>Review impact at end of Autumn Term.</p> <p>Autumn 2</p> <p>Ongoing</p> <p>Termly</p> |
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