

Endeavour Partnership Trust Pupil Premium Strategy Statement for Windrush Primary School

1. Summary information					
School	Windrush Primary School				
Academic Year	2017/2018	Total PP budget	£252,500	Date of most recent PP Review	
Total number of pupils <i>(Reception to Yr6)</i>	656	Number of pupils eligible for PP <i>(Reception to Yr6)</i>	147	Date for next internal review of this strategy	Autumn 2018

2. Current attainment by end of KS1 (2017)			
	<i>Pupils eligible for PP</i>	<i>Pupils Not eligible for PP</i>	<i>All pupils nationally 2017</i>
% achieving a combined score in reading, writing and maths	71%	82%	
Reading	78%	85%	76%
Writing	77%	86%	68%
Maths	77%	86%	75%

Current attainment by end of KS2 (2017)		<i>Pupils eligible for PP</i>	<i>Pupils Not eligible for PP</i>	<i>All pupils nationally 2018</i>
% achieving a combined score in reading, writing and maths	84.62%	100%	67%	
Reading	76.92%	100%	71%	
Writing	92.31%	100%	76%	
Maths	84.62%	100%	75%	
3. Barriers to future attainment (for pupils eligible for PP)				
In-school barriers <i>(issues to be addressed in school)</i>				
A.	Oral communication skills and vocabulary acquisition is often low for children in receipt of PP funding on entry to FS2. This slows early progress for these children especially in reading and writing.			
B.	18% of pupil premium pupils have additional special educational needs			
C.	41% pupil premium pupils have English as an Additional Language			
D.	Limited aspirations; many children are not exposed to rich and varied life experiences, and lack the drive to succeed academically.			

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)			
E.	Lack of parental engagement and low aspirations for their children, impact on the academic progress and self-esteem of PP pupils.		
F.	Attendance - persistent absence rate for PPG pupils last academic year		
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria	
A	Improved language and literacy skills to accelerate attainment and progress in the Early Years particularly, so that more PP Pupils achieve 'greater depth'.	Pupils eligible for PP have improved communication and literacy skills during their time in EYFS, reaching GLD in Communication and Language and Literacy. Children eligible for PP who were identified through speech and language screening as below expected' make progress within tailored provision and intervention to achieve the GLD.	
B, C	Close the attainment gap between PPG and NPPG in RWM to no more than 5% including those with EAL and SEND in KS1 and KS2.	Pupils eligible for PP make rapid progress in RWM closing the attainment gap between NPPG to no more than 5%. Pupils will be working at age related expectations at the end of each Key Stage where additional progress is needed.	
D	Improved attendance rate for PP Pupils	Ensure that no PP children are persistent absentees and the majority of PP pupils have an attendance rate of 94%+	

E	Higher rates of attainment and a higher number of pupils classified as SEND Support/PPG/EAL achieving age related expectations through early intervention and strategic provision mapping.	Pupils eligible for PPG identified as SEND Support/EAL make as much progress as NPPG within this group, by the end of Key Stages EYFS/1/2 in maths, reading and writing. Interventions/provision is tailored to the individual needs and is mapped out to assess impact and financial expenditure.
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5. Planned expenditure						
Academic year		2017-2018				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies						
i) Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	RAG rated with impact notes.
A. Improved language and literacy skills to accelerate attainment and progress in the Early Years particularly, so that more PP Pupils achieve 'greater depth'.	BLAST Screening for all children in FS1 and FS2, with follow up intervention for all children and those children identified as having gaps within the communication and language skills.	Historical provision mapping and monitoring of impact has demonstrated that children who receive BLAST intervention close the gaps that are evident during screening and on entry to the school. BLAST screening and intervention is also monitored and overseen by the school speech and language therapy service to ensure quality of provision.	EYFS Lead and SENCo to ensure screening and intervention takes place. All early years TA and EYPs are trained to deliver this intervention Data analysis at the start and end of intervention carried out by Speech and Language Therapist.	RH/DF	Termly Reports on Impact- provision map and intervention report (Cost within SENCo and SpLang costings)	EYP data (4.6.2018) shows progress for SLCN pupils with 21% reaching greater depth in reading. PPG children are working within 5% attainment of their NPPG counterparts at 'Greater Depth'. Reading: 27% NPPG v 25% PPG Writing: 25% NPPG v 20% PPG Number 27% NPPG v 30% PPG. The proportion of pupils exceeding GLD was above national expectations with one third of the cohort exceeding in one or other area of the curriculum. This has resulted in an increase in the

						average score achieved by pupils which is well above national.
	Additional hours purchased for FS1 speech and language therapy directly linked to Oxleas and the early years clinic/Health Visitor	On site fortnightly for the whole day so is able to work with both morning and afternoon nursery. The majority of children within the nursery are identified as having speech and language difficulties or gaps in their language skills. The speech and language therapists use the screening and observation to tailor the interventions within the setting to ensure these gaps are addressed for students.	Nursery teacher and SENCo meet termly to plan and assess intervention, class progress and individuals who may require more specialist and targeted support. All early years TA and EYPs are trained by therapist to deliver recommendations. Data analysis and impact reports carried out by Speech and Language Therapist.	AF/HM	Annual Report Termly Provision map reports of impact (CTs) Assessment reports (SpLang Therapist, as and when necessary) £6500	Up to 50% pupils with SLCN reaching 30-50 months (nursery aged children) with 100% of SLCN pupils meeting their personalised targets for speech and language and communication development.
B,C Close the attainment gap between PPG and NPPG in RWM to no more than 5% including those with EAL and SEND at KS1 and KS2.	Talk For Writing Project	Research shows that Talk for Writing has excellent outcomes for improving writing for all children, including those who find writing challenging. This includes implementation of Talk for Writing in the foundation stage as well as KS1 and KS2	Led by the senior leadership team and a Talk for writing steering group made up of middle leader, teacher and senior team members. Talk for writing INSET days planned and carried out with Pie Corbett and his team, as well as additional staff meetings to discuss progress and impact.	HV/CL	Ongoing 2 year project, this will be the 2 nd year stage £6250	25% PPG pupils are ELG as of June 2018 in writing. This is in comparison to 35% NPPG. It is important to recognise that 15% of PPG pupils have additional SEND and EAL combined, with 35% of PPG at SEND support. This is therefore a good comparable number of pupils reaching GLD in comparison to the rest of the NPPG year group. The gap between PPG and NPPG attainment in RWM KS1: PPG v NPPG KS1 65% in comparison to 87% NPPG reaching expected in RWM. A difference of 22% overall. The gap between PPG and NPPG attainment in RWM KS2: PPG v NPPG 77% in comparison to 100%. A difference of 23% overall. • Almost all pupils in the cohort achieved the expected standard in combined subjects. The three pupils not

					<p>achieving were all disadvantaged pupils, one of whom entered the school in year five and one entered the school earlier in KS2. Each of these three pupils were White British and two had special educational needs. Despite this however, the scaled score averages for disadvantaged pupils were all at or above 110. Scaled score averages of disadvantaged pupils exceeded those of non-disadvantaged pupils in the cohort.</p> <p>•Progress made by disadvantaged pupils was above that made by other pupils in the cohort in reading and maths but lower than other pupils in the cohort in writing. School leaders were able to explain the slower progress in writing due to one of the pupils' dyslexia and his/her achievement significantly lower in writing than in other subjects.</p> <p>Almost all pupils in the cohort achieved the expected standard in combined subjects. The three pupils not achieving were all disadvantaged pupils, one of whom entered the school in year five and one entered the school earlier in KS2. Each of these three pupils were White British and two had special educational needs. Despite this however, the scaled score averages for disadvantaged pupils were all at or above 110. Scaled score averages of disadvantaged pupils exceeded those of non-disadvantaged pupils in the cohort.</p> <p>•Progress made by disadvantaged pupils was above that made by other pupils in the cohort in reading and</p>
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						<p>maths but lower than other pupils in the cohort in writing. School leaders were able to explain the slower progress in writing due to one of the pupils' dyslexia and his/her achievement significantly lower in writing than in other subjects.</p> <p>•There is a three-year trend of improvement in reading and writing of pupils working at greater depth. In maths the proportion of pupils working at greater depth declined slightly but remains significantly above national average.</p> <p>PPG EAL 73.65% in comparison to 68.11% NPPG EAL reaching expected in RWM A difference of +5.54 (NB 0 pupils in year 6 are classified as PPG EAL)</p> <p>PPG SEND v NPPG SEND 44.91% in comparison to 24.34 % reaching expected in RWM (A difference of +20.57%)</p>
	Privately commissioned speech and language therapist for Rec, KS1 and KS2	On site each week (on average 1 week at Thamesmead, 2 weeks at Charlton) Formal and informal advice and assessment for pupils who present with difficulties within the wide range of SLCN. Introduction of Talk boost intervention for Year 1, including training for staff (follow up from BLAST 1&2	Assistant Head Teacher/SENCo to oversee and line manage. Impact measured through provision maps and PLPs as well as in depth reports by the therapist for individuals. Baseline data collected and then end of intervention reports for specific language interventions.	HM/DM	Termly reports on impact Provision map (CTs) Annual Reports (DM) End of assessment reports (when appropriate) £13650 (Everybody Talks)	Waiting on report from Everybody Talks re intervention measures 2017-2018

		for children who enter KS1 still having difficulties) Training for staff on communication friendly environments especially focused on reception.				
	Universal speech and language training for year 1 and 2 in the use of colourful semantics and embedding in to classroom practice. New staff have joined and will therefore require training and support to implement fully. Also to train KS2 teachers especially those with EAL within their classes.	Embedded colourful semantics for teaching grammar and sentence structure. Enables EAL students and those who are finding extending sentences tricky	Assistant Head/SENCo to oversee implementation with DM (Speech and Language Therapist)	HM/DM	Planning meeting and feedback from training	Colourful semantics training provided for all support staff and CTs who requested it in Charlton. Successful intervention – good levels of progress on provision maps with 95% achieving their SMART targets. Will be rolling out to new staff and Thamesmead staff next academic year.
A, B, C, E	MITA Project	We're are taking part in the UK's largest trial on improving TA deployment and practice, in a project funded by the Education Endowment Foundation. It is based on the research by Rob Webster University College London and is a two year project	A development team of two senior leaders, TAs across phases and schools, and Class teachers from each key stage will be looking closely at policy development, CPD for TAs and developing best classroom practice. All TAs will receive training for 'best practice' and 'quality talk/questioning' and CTs will be trained on best deployment of TAs. It will also see TAs becoming more reflective in their practice. We have drawn up a 'vision' for 2019 where pupils will be more	HM- lead SM + development team	Monitoring through the research project and by the development team, including reading test entry and exit scores, Reviews by MITA reviewer 3 x year and surveys of staff. £1500	Reviewers notes and reports demonstrate a clear progression and improvement in effectiveness of TAs. All targets set by reviewer have been met and exceeded. 2 nd year planning and targets for development have been set, focusing on TA staff CPD and performance management.

			independent thinkers and learners.			
Total budgeted cost					£27900	

ii) Targeted support						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	RAG rated with impact notes.
A. Improved language and literacy skills to accelerate attainment and progress in the Early Years particularly, so that more PP Pupils achieve 'greater depth'.	Blast Screening and targeted support for all pupils within Foundation stage 1 and 2.	BLAST is a proven intervention for helping identify key Speech and Language Difficulties on entry to education. It helps to identify pupils early who have specific and more specialist needs within the area of speaking and listening. It is monitored, analysed and supported by our commissioned Speech and Language Therapist.	Speech and Language Therapist and Lead TA will carry out screening with Staff, as well as oversee programme, results analysis and outcomes. These will in turn feed in to the provision maps for these classes and individuals. When a child has not made progress they will then be referred either for further intervention, or to the Speech and Language therapist for more specialist assessment.	SENCO	Termly (within Everybody Talks costing)	25% of PPG pupils reaching greater depth in FS2 in line with the NPPG pupils who are at 26%
	Talk Boost screening and targeted support for pupils within year 1	Some new to school (who have not received previous BLAST) and others identified as having on going speech and language issues but at a lower level than required to meet thresholds for specialist intervention benefit from Talkboost. Many of the PP children are identified through screening as requiring further speech and language input during this year. With the combination of BLAST 1,2 and Talkboost interventions for EYFS and Year 1 there is less need for 'general' speech and language support continuing in	Speech and Language Therapist privately commissioned by the school monitors the intervention including training the year 1 teachers and TAs to facilitate and deliver the programme. Baseline and initial data is gathered then intervention is measured through exit data collated and analysed by the therapist. This is then passed on to class teachers and SENCo for impact assessment or further referrals where required.	SENCO	After every Talkboost intervention (within Everybody Talks costing)	Talkboost evaluation and review – wait for impact study by SALT

		to the latter KS1 and KS2. Children who receive SLCN support in year 2/KS2 require more specialist support and have been identified through the whole class approach screening as having specific difficulties or disorders, and therefore have specialist individual or small group support.				
	Everybody talks for specialist and targeted intervention for pupils identified with speech and language needs requiring intervention or specialist support.	Children who continue to require speech and language therapy be it for speech sounds, processing, social communication or vocabulary/language understanding are referred for specialist intervention and assessment. This then leads to a programme of intervention which can be classed based or 1:1/small group. The intervention is focused, well documented and monitored by the speech and language therapist. Many children identified as SLCN also are identified within the vulnerable groups including PP	Privately commissioned therapist will monitor/oversee programmes and delivery of programmes, modelling to TAs delivering interventions and quality assuring. Drop ins by HM and provision map monitoring for impact Planning/review meetings at least 1x term with therapist to ensure impact and progress is seen.	SENCO	Regular termly planning meetings (sometimes more often) with Assistant Head and Therapist to determine impact of intervention, progress towards targets and any implications for learning/resourcing which need to be addressed for that class/individual. (within Everybody Talks costing)	Progress towards SMART targets on Personalised learning plans for Speech and Language Intervention Programmes – wait for EBT report to fully measure impact. Provision Maps demonstrate a 96% positive impact – with pupils meeting or exceeding targets set.
B,C Close the attainment gap between PPG and NPPG in RWM to no more than 5% including those with EAL and SEND. D, Improved attendance rates	Nurture Group Intervention	Key group of children (PPG) find learning within a conventional classroom challenging. This would manifest itself in daily behavioural difficulties, some of which were quite extreme, withdrawal, day dreaming or isolation of self. Many had social difficulties, self-worth issues and other mental health issues and anxieties. Some children found working collaboratively	2 nd year of nurture provision. This year we will be trialling a mixed year group 4 and 5 in order to meet the needs of more students throughout the year.	HM/SM	Regular Assess, Plan, Do, review with Class Teachers, Learning Mentor and Assistant Head. Termly Boxall assessments for impact measurements Research survey and collated evidence for measuring wider impact. (Costing included in sum at end of this section.)	Progress measured within Boxall profiles show significant improvements to all Boxalls, with 100% children's developmental profiles moving nearer towards average range and diagnostic profiles showing significant improvements within targeted areas. One child is now going through EHCP profiling and

		<p>challenging and were confrontational in their approach, whilst others would try and hide away. Although the percentage of children presenting in this way is small and almost negligible within data terms, progress meetings and internal data showed that these children were 'under achieving'. The amount of SLT time and Class Teacher/Teaching Assistant time for this small group was also disproportionate to the progress being made by these individuals, their behaviour was naturally affecting other pupils within their class, and strategies employed were not having the level of impact required to really make a difference to the children's learning and achievement.</p>				<p>has moved to a smaller setting at Kidbrooke Park to better suit his SEND needs as well as his nurture needs. 100% made over 6 (June 2018) points progress in RWM combined in comparison to their low points progress scores last year at 2-4 points progress, when not receiving the intervention. 40% of pupils have been fully reintegrated in to the mainstream classroom, requiring minimal adult support. 1 child who has severe Dyslexia combined with ASD and attachment difficulties has started to produce consistent amounts of work in class as well as in nurture. He is willingly participating in written activities, whereas at the beginning of the year it was virtually impossible to assess his written work as he did not produce any.</p>
	<p>Interventions Team, Lead TA with additional TAs across both sites</p>	<p>Targeted STEPS, speech and language by interventions team. Withdrawal sessions, including EAL specific vocabulary building, pre teaching. Also wave 3 maths targeted support across KS1 and 2 Social communication groups and therapeutic interventions for children struggling with attitude to learning.</p>	<p>Provision mapping in place so teachers are aware of targets, have accountability for the withdrawal groups and measure impact accordingly alongside the interventions team Lead TA tracks progress and meets half termly with Assistant Head to discuss progress.</p>	<p>HM</p>	<p>. Impact of intervention will be included intervention impact within progress meeting discussions Middle Leaders will also track impact of intervention across year groups for PPG students and those who are PPG+ EAL/MA/SEND</p>	<p>This team has diminished considerably this year. Due to the high costs of agency staff (as members of staff resigned and moved away mid-term and more 1:1 staff were required for individuals. The cost of agency staff far exceeded the £60,000. We had to restructure to ensure we remained in budget and students with high needs</p>

			<p>Outside agencies also track and assess, review and create new programmes for STEPS, Speech and language and wave 3 maths. Continued rigour required in monitoring CTs involvement in measuring impact, as this varies and relies on the teacher. Support for NQTs and teachers new to school.</p>		<p>Costing included in sum at end of this section</p>	<p>were still having their needs met. Our lead TA role at Charlton was not replaced and one member of the interventions team went back in to class as a 1:1 support in Thamesmead for a PPG SEND WBri child. This left one full time intervention TA at Thamesmead, and the equivalent of 1 full time TA at Charlton (although in reality 2 people sharing the role alongside a 1:1 cover). Since then one of these TAs has left on maternity meaning Charlton has not had any intervention TAs for the last term, as the remaining TA had to be a 1:1. To combat this a large group of class TAs were trained in STEPS to Success, so these interventions could be class TA led and a system was set up for speech and language therapy interventions to be class based with Class TAs covering and the therapist working with the class teachers and TAs to monitor progress and programme objectives. By adding these to the responsibilities of class TAs as well as some year groups having to share TAs amongst a year group (years 3 & 4) it has significantly reduced the amount of time a class TA is</p>
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						available to support within a class lesson. However PPG, or PPG with EAL or SEND or both are still prioritised for intervention. Including extra teacher time and conferencing. This has resulted in the impact of this being minimised, and pupils overall making good levels of progress across the year groups.
	Learning Mentors on both sites	Learning mentors provide targeted support for the disadvantaged group, especially those who have additional emotional difficulties or issues at home. They also help with in school anxieties or difficulties with social understanding. The LM role at the Thamesmead site is to be developed further to include breakfast club and higher level of input for children with emotional need throughout the week, utilising 2 mentors on site.	They require supervision for their role, which is bought by the local councils' supervision courses. They also require release for network meetings to ensure they are up to date with the newest information and research into their roles. They carry out targeted interventions, 1:1 sessions and therapeutic interventions such as draw and talk.	HM	Costing included in sum at end of this section. Training/supervision sessions £810	See results from nurture provision above. 50 further PPG pupils have received and met targets for friends for life intervention, problem solving groups, anger management, draw and talk, and 1:2 mentoring sessions. Thamesmead have started a nurture provision for three particularly challenging children in the afternoons as recommended by Waterside Outreach. Boxall profiles show an increase in self-esteem levels, confidence and a reduction in serious incidents of challenging behaviours as well as more readily available strategies for all staff to use with these challenging students. This has also resulted in one pupil accessing alternative provision for his SEND and nurture needs, as the

					<p>evidence and logging of specific needs was in place.</p> <p>Breakfast club: Thamesmead 8 pupils have accessed this throughout the year. 4 pupils are now back to normal time for school starts as breakfast club and intervention has helped parents become more organised and no problem getting girls to school on time. The 4 accessing nurture breakfast now continue to make improvements in confidence and relationship building. Need to continue and monitor.</p> <p>Breakfast Club: Charlton 42 students have accessed breakfast club at Charlton throughout this year. 5 of whom have been actioned as a result of poor attendance/punctuality. There was a clear improvement in these targeted pupils' attendance as a result. Charlton also run a 'transition' breakfast club for students who find the transition from home to school challenging. 100% of children have been reported as being 'more focused and ready to learn' in lessons as a result.</p>
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	School counselling service	One counsellor at Thamesmead site and one counsellor at Charlton site. Both have full caseloads which are reviewed regularly and children continue or move on to class based support when appropriate. Linked directly to PP, CP and emotional difficulties. Also feeds in to raising aspirations for pupils and families, as counselling includes parent counselling where necessary.	Overseen by SLT, mainly Heads of School/Deputies. Reports are given by both counsellors to SLT for further actions, concerns and any issues that arise that require follow up in school or with home.	HM	Entry and exit data collected, mid-term reviews and end of therapy reviews completed by each counsellor. Regular meetings with counsellor to discuss impact and review if child requires further intervention or can be discharged. £13460	27 children seen by counsellor this academic term. 20 discharged from service as making good progress. 7 remain on books to resume therapy next academic year. 16 parents seen linked to students directly who are also seen by counsellor. 100% have met or exceeded their pastoral/self-esteem targets, with either new targets set as more exploration required as a result of therapy or discharged from service. 97% have seen expected or above levels of progress.
D, E Improved attendance rates for PPG students and Higher rates of attainment and a higher number of pupils classified as SEND Support/PPG/EAL achieving age related expectations through early intervention and strategic provision mapping.	Parenting classes	Genesis: Privately commissioned service which delivers positive parenting classes for parents. PP prioritised for these classes. This may also include 1;1 sessions for parents when necessary. Greater emphasis and targeted support will be put in this year for persistent absentees.	Overseen by HOS Formal reports are provided at end of programmes, however informal reports are provided regularly.	SM/JA	Impact to be measured through attendance increase. Parent interviews £7440	32 parents attended parenting or anger management classes this academic year at Charlton site. 16 completed the practical parenting course. 8 completed the anger management course. A further 8 parents had additional 1:1 sessions with the parenting advisor. 84% increase in attendance for pupils who parents completed the courses. 55 parents attended a range of parenting support sessions at Thamesmead. These are practical parenting, keeping children safe, promoting learning and

						importance of play, sewing group, hardship support, workshops and 1:1, only 2 parents out of the 55 did not complete the course.
	Specialist Mathematics Teacher working with less able and more able maths groups across both sites	High quality teaching of maths, focusing on foundations and ensuring gaps are filled in learning, as well as carrying out assessments of need when required. Booster groups and focus groups to enhance more able students also ensure that our pupils with PP who are at expected or exceeding are accessing more able provision.	Overseen by Deputy (Maths coordinator) Staff training and support also provided by JP.	CL	Entry and exit scores Provision Maps Progress meetings Reviews by specialist teacher alongside class teacher (AFL) Costing included in sum at end of this section.	59 PPG children from years 1-6 provided with specialist teaching with identified gaps in maths learning and requiring intervention, also groups from year 1, 3,4, 5 and 6 received More Able intervention and challenge sessions. There is a raise across the year groups with all year groups meeting the target of 25% more able/exceeding across their year group. Individual gap analysis was also carried out and advise given to teachers how to teach and support children who were struggling, or who needed further 'greater depth' tasks. Staff training was also carried out by JP.
	Development and training for middle leaders	In order to monitor and track closely the achievement of the vulnerable groups, disadvantaged children will have their needs triangulated to ensure the correct amount of targeted support is provided for PPG students and quality intervention is assessed, planned, done and reviewed. Impact will be measured and supportive 'book looks' will become part of the year group	Middle Leaders Lee McAuliffe training for middle leaders and SLT mentors	CL AM RH EP LC JL	£2000	PPG progress has been included within pupil progress meetings, middle leaders' book looks and moderation amongst year groups. IL has disseminated out analysis highlighting pupils who require further intervention or who's progress scores are requiring investigating. This was also gone through in YGL and meetings with IL.

		meetings to focus on PPG progress.				Lee Mcauliffe training helped middle leaders analyse data better and see the benefits.
	Broken Strings – Play therapist Charlton Site only	Employment of play therapist to work with targeted pupils for supporting attachment, early childhood trauma, difficult home circumstances	Overseen and impact measured by DF	DF	Impact measured through provision mapping and end of therapy/mid -term reviews by therapist SDQs carried out by parent and teachers for entry/exit data £5200	4 Children seen throughout the year – 139 sessions between them. 2 children discharged as good levels of progress within therapy and also in academic studies. Significant behaviour and attitude changes reported for both. Tricky ongoing CP issues for many of them, so an intensive and longer term therapy programme. Positive impact with regard to soft skills seen and reported by TAC meetings (with all pupils meeting set targets) and class teachers through provision maps. SDQ scores have improved between 10 – 20 points improvement.
	Attendance administrator	Attendance administrator for the school, liaises with welfare officers and speaks with parents about attendance issues, carries out home visits when appropriate, chases attendance and monitors statistics.	Overseen by AD and SM/JA	AD SM JA	Costing included in sum at end of this section.	Now too much for one person. Also found that power diminished once it came to court proceedings, as we did not buy in to attendance advisory as an academy. Have bought back in to attendance advisory service to try and combat this as have seen attendance levels drop this year, especially for PPG and Charlton by 5%. New procedures and monitoring system in place June and July 2018 to be

						<p>run out fully in September 2018. We've added an extra 'Early Intervention' layer, whereby if the attendance data for any student is persistent lower (a day or above absent per week) for over 3 weeks Hannah Morgan will get in touch with a welfare call to the parents. Presently on 96.3% whole school and PPG on 94.7% and NPPG at 96.9%. There has been an improvement since the more rigorous procedures have been put in place. Within the PPG figures are a couple of persistent late/absent families, with 3-4 children who all affect the data. Attendance Administrator is working closely with attendance advisory and the families to try and improve this for next year. 1 family is at the stage of court proceedings, and another 2 have had their pre-referral meeting. Positive plan for attendance to include funded breakfast club placements, transport when necessary for support and additional admin staff to keep track of attendance issues to ensure early intervention will be in place for 2018-2019.</p>
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	Midday supervisors (Charlton based)	To reduce difficulties at lunchtimes which may result in an exclusion or internal exclusion. To support students with specific social difficulties and emotional and behavioural issues when in the unstructured setting of the playground, by providing supervision and structure to their play. Supporting them to access playtimes with their peers without isolating themselves or others.	Overseen by Lead TA for lunchtimes	NB SM	Regular lunchtime supervisor meetings with Head of School to trouble shoot, discuss impact. (Costing included in sum at end of this section.)	Very clear presence of staff in the mornings and during breaks; students who find games tricky have the option to use the nurture TA during lunchtimes, at Charlton only 3 serious incidents reported, with an 82% reduction in red card incidents. . At Thamesmead serious incidents had increased by 70% but due to 1 child, these reduced to 5 incidents since he started in nurture and Waterside intervention, however his mental health remained a concern. He has now been moved to Kidbrooke Park Learning Centre and there have been 0 reported red card incidents since his departure.
			Costings for salaries, specialist services, teaching assistant percentages etc.		£159,549	
Total budgeted cost					£184,839	
iii) Other approaches						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	RAG rated with impact notes.
E Higher rates of attainment and a higher number of pupils classified as SEND Support/PPG/EAL achieving age related expectations through early intervention and	Targeted 1:1 for PP, WB and SEND	Particular children presenting with a high level of individual need but going through the process of EHCP applications require 1:1 support before the funding is available. Also others require top up from the number of hours assigned. All pupils	Regular half termly meetings with SENCo	HM	Annual reviews Termly TAC reviews Progress meeting/SEND Reviews termly £55 000	100% of PPG pupils supported by 1:1 have made better points progress than last year, ranging within 5.5 points progress to 8.99 points progress in RWM combined. All those with SEND continue to reach below age

strategic provision mapping.		accounted for within this budget are also PP				expectations but would not be on the SEND Support register if working at expected level, unless requiring a high level of adult support for physical or sensory needs.
Close the attainment gap between PPG and NPPG in RWM in KS1 & 2 to no more than 5% including those with EAL and SEND.	Jigsaw	<p>PSHE teaching was identified as an area for development by the senior team and parental engagement and low aspirations for the children and by the children and their families was identified as an ongoing issue affecting attainment for our PP students. The school's primary value is 'happiness' as 'happy children learn'.</p> <p>Jigsaw consists of 6 Puzzles (half-term units of work) containing 6 Pieces (lessons). Each Piece has 2 Learning Intentions. One is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and the other is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). These enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with modern issues such as body image, cyber and homophobic bullying, and</p>	<p>Following pilot of year 3 trial and assessment of level of impact and quality of resources it was decided that to ensure it was given the right emphasis and focus by staff it would be introduced towards the end of the academic year, with dedicated staff meeting. This is so it did not conflict with the focus on the Talk for Writing Project and additional training that entailed.</p> <p>Ongoing implementation will be tracked and quality assured by the PSHE subject coordinator. On a termly basis.</p>	Middle Leaders	Termly – scrutiny by PSHE coordinator & middle leaders measuring impact on year groups £3276	<p>Jigsaw is implemented across the whole school. Displays highlight areas focused on each term. Assemblies directly link to the areas being taught in the classrooms.</p> <p>Scrutiny's show that time is being dedicated to PSHE each week, with assessment for learning based on the 'assessment outcomes' highlighted in the Jigsaw materials. These are not recorded on the school's tracking systems but book scrutiny and observations by the coordinator demonstrate a good level of delivery and a more consistent approach to PSHE across the year groups and whole school.</p>

		internet safety. Jigsaw raises self-awareness, group awareness, collaboration skills, teamwork experience, respectfulness, etc., preparing children for the wider world and their position in it.				
	Waterside training	Behaviour management training for children with extreme behaviours, Attachment disorders, ASD and general emotional behavioural difficulties. This was to alter the culture and to ensure the 'good to be green' system was implemented well with ALL staff taking on the responsibility for monitoring, dealing with behaviours, consistency of approach and following the system in place	JM arranged training with Waterside outreach. Additional training specific to reception was also implemented as follow up by HM, as well as further training for approach and monitoring of red card system to measure ongoing impact. This will also take place again next academic year for TAs specifically as many fed back how beneficial it was. INSET for September		£500	Training evaluations rated the input as excellent, and all staff could identify how they were going to implement strategies into their daily practice. TAs have taken more responsibility in tackling challenging behaviours. 90% of TA observation had excellent behaviour strategies. 10 % received further training in behaviour strategies and modelled team teaching sessions from Assistant Head for Inclusion.
	School Journey grant	Specifically for children within year6 who receive pupil premium to be able to attend the year 6 residential trip.	JH: administration for this grant.	JH	£1200	2 PPG students not attending school journey this year, but not due to financial issues. This was due to cultural beliefs/medical reasons with the parents not allowing their children to go. All were offered the places and the school had made provision for them to attend. All other PPG pupils attended the residential.
Total budgeted cost					£59,976	

Total Overall Budget Prediction	£272,715	
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