

Endeavour Partnership Trust Pupil Premium Strategy Statement for Windrush Primary School

Summary information					
School	Windrush Primary School				
Academic Year	2018/2019	Total PP budget	£284,790	Date of most recent PP Review	21 st November 2018
Total number of pupils (Reception to Yr6)	778	Number of pupils eligible for PP (Reception to Yr6)	219	Date for next internal review of this strategy	Summer 2019

Summary Statement:

The pupil premium grant is additional funding for publicly funded schools in England. It's designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers. In the 2018 to 2019 financial year, schools will receive the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years: £1,320 for pupils in reception to year 6. Windrush has decided to commission a pupil premium review to look at our pupil premium strategy and identify ways we can use the funding more effectively, this will take place in the 21st November 2018.

This strategy will outline the barriers we have assessed for our disadvantaged children at Windrush and how we intend to spend and review the pupil premium money to help meet these needs effectively.

Current attainment by end of KS1 (2018)			
	<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	65%	87%	Not eligible PPG 78% Pupil Premium 57%
Reading	74%	89%	Not eligible PPG 83% Pupil Premium 67%
Writing	68%	89%	Not eligible PPG 80% Pupil Premium 62%
Maths	71%	90%	Not eligible PPG 84% Pupil Premium 68%

Current attainment by end of KS2 (2018)			
	<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	80%	100%	National Not eligible 70% Pupil Premium 70% Borough Not eligible PPG 75% Pupil Premium 62%
Reading	93%	100%	National Not eligible 80% Pupil Premium 80% Borough Not eligible PPG 83% Pupil Premium 73%
Writing	80%	100%	National Not eligible 83% Pupil Premium 83% Borough Not eligible PPG 85% Pupil Premium 76%
Maths	87%	100%	National Not eligible 81% Pupil Premium 81% Borough Not eligible PPG 84% Pupil Premium 74%

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 PPG funding on entry to FS2. This slows early progress for these children especially in reading and writing.	
B.	20.5% of pupil premium pupils have additional special educational needs.	
C.	43% of pupil premium pupils have English as an Additional Language.	
D.	18% of pupil premium pupils have multi-additional needs, such as PPG, EAL and SEND or PPG, SEND and WBri.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E.	Limited aspirations; many children are not exposed to rich and varied life experiences, and lack the drive to succeed academically.	
F.	Lack of parental engagement, impact on the academic progress and self-esteem of PP pupils, as well as attendance rates.	
G.	23.2 % of PPG children have attendance below 90% and therefore classify as persistent absentees (PA). It is evident through progress meetings and tracking of pupil attainment & progress that poor attendance negatively affects overall progress and attainment for our PPG pupils, especially those with additional needs.	
2. 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 GLD.	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.
A	A continued increase in PP Pupils achieving 'greater depth' by the end of FS2.	The percentage for PP pupils achieving 'greater depth' by the end of FS2 is no more than 5% difference from NPPG.
B, C	Close the attainment gap between PPG and NPPG in Reading, Writing and Maths to less than 10%	Pupils eligible for PP make rapid progress in RWM closing the attainment gap between NPPG to no more than 10%. Pupils will be working at age related expectations at the end of each Key Stage where additional progress is needed.
D, E	Higher rates of progress and a higher number of pupils classified as SEND Support/PPG/EAL achieving 6 points + progress through early intervention and strategic provision mapping.	Pupils eligible for PPG identified as SEND Support/EAL make as much progress as NPPG within these vulnerable groups, 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 versus financial expenditure.
F, G	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 96%+

3. Planned expenditure						
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 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 GLD.	BLAST Screening for all PPG children in FS1 and FS2, with follow up intervention for all PPG children and those children identified as having gaps within the communication and language skills. Buying in an extra day per week to focus on Charlton main school as 1 therapist once every other week was not enough to meet demand in school last year.	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. Attainment in each area of the curriculum declined slightly in FS2 last academic year but the limiting factor was attainment in literacy. School leaders have interrogated the data and indicated that the attainment of boys in writing was lower than girls and contributed to this decline. (Of the 13 boys that did not achieve GLD, eight of them had SEND and several have limited English. Additionally, several of the lower attaining pupils were summer born.) Data for phonics also	EYFS Lead and SENCo to ensure screening and intervention takes place. All early years TA and EYPs are trained to deliver this intervention. New staff require training by therapist early Autumn Term. Data analysis at the start and end of intervention carried out and overseen by Speech and Language Therapist.	RH/DF	Termly Reports on Impact- provision map and intervention report (Cost within SENCo and SpLang costings below)	

		indicated that the PPG were not performing as well as their NPPG peers.			
	Additional hours purchased for FS1 speech and language therapy privately commissioned Everybody Talks	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) TACs with all professionals involved when assessment shows that further intervention at a specialist level is required. (spend included in privately commissioned SALT cost below)
The percentage for PP Pupils achieving 'greater depth' by the end of FS2 is no more than 5% difference from their NPPG Peers.	Accelerated provision – differentiated adult led, MS have differentiated phonics additional writing to apply phonics. Writing projects – increased expectations to re-visit writing from a previous day to complete. Maths Projects – problem solving and reasoning tasks	Although the PPG pupils performed well within the greater depth targets last academic year the strategy requires to continue to fund the additional provision for this group of vulnerable students. Hence whilst it appears as a separate targeted area.	Year Group Lead and Inclusion Lead will monitor and track MA pupils throughout the year as well as 'cuspy' more able. These children will have additional adult led and clearly differentiated activities provided each day. More time will be allocated for reading, phonics, maths and writing activities for these children with them being able to return to writing pieces and problem solving activities throughout the week to develop their knowledge and understanding to greater depth. EYPs delivering Adult led and timetabled for additional support.		Progress meeting check ins Data drops and YGL analysis £2000
B,C Close the attainment gap between PPG and NPPG in RWM in KS1	Privately commissioned speech and language therapist for Rec, KS1 and KS2	2 therapists on each site weekly. 0.5 days nursery and 0.5 days main school at Thamesmead and 1 full day at Charlton site.	SENCo to oversee and line manage. Impact measured through provision maps and PLPs as well as in depth reports by the therapist for	DF	Termly reports on impact Provision map (CTs) Annual Reports (DF) End of assessment

<p>& 2 to no more than 5% including those with EAL and SEND.</p>		<p>Formal and informal advice and assessment for pupils who present with difficulties within the wide range of SLCN. Talk boost intervention for Year 1, including training for new members of staff (follow up from BLAST 1&2 for children who enter KS1 still having difficulties) Training for staff on communication friendly environments especially focused on reception and new staff.</p>	<p>individuals. Baseline data collected and then end of intervention reports for specific language interventions.</p>		<p>reports (when appropriate) £25,460 (Everybody Talks)</p>	
	<p>Universal speech and language training for all year group teams in the use of colourful semantics and embedding in to classroom practice at Thamesmead site and new staff Charlton site. 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.</p>	<p>Embedded colourful semantics for teaching grammar and sentence structure. Enables EAL students and those who are finding extending sentences challenging.</p>	<p>SENCo to oversee implementation with Speech and Language Therapist.</p>	<p>DF</p>	<p>Planning meeting and feedback from training. Provision Mapping Impact measures to identify if colourful semantics is raising attainment and progress for PPG SEND/EAL. (Within SALT costing)</p>	
	<p>Phonics coordinator team to ensure PPG attainment in phonics is at least in line with NPPG pupils.</p>	<p>Data shows that girls outperformed boys in phonics last academic year but that disadvantaged pupils performed less well than other pupils in the cohort</p>	<p>Phonics coordinators given time to monitor subject effectively. Phonics data will demonstrate impact</p>	<p>SA SW</p>	<p>SA is the phonics coordinator and oversees phonic planning and assessment and intervention. £2000 – cover etc</p>	
<p>A, B, C, E, F</p>	<p>MITA Project Training for staff new to Windrush September 2018</p>	<p>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</p>	<p>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</p>	<p>HM-lead SM + develop ment</p>	<p>Monitoring through the research project and by the development team, including reading test entry and exit scores, Reviews by HM and SM</p>	

		University College London and is a two year project. This will be the second year.	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 independent thinkers and learners.	team	2 x year. Surveys of pupil voice, with a baseline measure Oct 2018 and final survey June 2019 conducted by school council.	
	To launch the new TA policy in November 2018; to include TA performance Management and CPD programme.	MITA Year 2 project actions.	Development team will take the lead roles on launching the TA policy to all staff in November. There will also be a peer mentoring/support programme as part of the TA Performance Management and CPD. CPD will be developed according to results of skills audit and professional standards audit. A pot of money is set aside to ensure bespoke and quality training is given to the TAs.		HM Inclusion lead will devise CPD programme. External trainers where necessary will be employed to deliver the training to TAs. Measured impact through Performance management target outcomes for each member of the support staff, and evaluations of training provided.	
Total budgeted cost					£29460.00	

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 'GLD'	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)	
B, C , Close the attainment gap between PPG and NPPG in RWM in KS1 & 2 to no more than 5% including those with EAL and SEND.	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 to the latter KS1 and KS2. Children who receive SLCN support in year 2/KS2 require more specialist support and have	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)	

		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)	
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 D, Improved attendance rates	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. Increased provision for next year due to lower 'gap' in mathematics data for our PPG pupils at KS1 and 2.	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	
	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	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. Also a year 6 nurture group will	HM/SM/SC	Regular Assess, Plan, Do, review with Class Teachers, Learning Mentor and Assistant Head. Termly Boxall assessments for	

		<p>difficulties, self-worth issues and other mental health issues and anxieties. Some children found working collaboratively 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>be in place at Thamesmead, SC (learning mentor) will be the lead, supervised and supported by HM (Assistant Head).</p>		<p>impact measurements Research survey and collated evidence for measuring wider impact. (Costing included in sum at end of this section)</p> <p>Resources: £500</p>	
	<p>Interventions TA Thamesmead x1</p> <p>Shared Interventions TA Charlton x2</p>	<p>Targeted STEPS, speech and language by interventions TA. Withdrawal sessions, including EAL specific vocabulary building, pre teaching.</p> <p>Also wave 3 maths targeted support across KS1 and 2.</p> <p>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</p> <p>Lead TA tracks progress and meets half termly with Assistant Head to discuss progress.</p> <p>Outside agencies also track and assess, review and create new programmes for STEPS, Speech and language and wave 3 maths.</p> <p>Continued rigour required in monitoring CTs involvement in</p>	HM	<p>Impact of intervention will be included intervention impact within progress meeting discussions</p> <p>Middle Leaders will also track impact of intervention across year groups for PPG students and those who are PPG+ EAL/MA/SEND</p>	

			measuring impact, as this varies and relies on the teacher. Support for NQTs and teachers new to school.			
	Learning Mentors on both sites	<p>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 learning mentor role will also be supported by a Level 3 TA who has had extensive experience and training with children who have SEMH (included within interventions TA costings already). This should help ensure the LM time is used with priority of need for PPG within FS and KS1, early KS2 and TA is able to support further in the upper year groups.</p> <p>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.</p>	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	<p>Impact reviewed termly with all Staff involved in nurture, breakfast and additional intervention monitored by AH Inclusion and SENCo</p> <p>(Costing included in sum at end of this section)</p> <p>Training/supervision sessions £810</p>	
	School counselling services	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	<p>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.</p> <p>£23,025</p>	

	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 HM	HM	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 (Included in counselling prices)	
	Social Communication Officer – cluster bought service	Social communication groups and therapeutic interventions for children struggling with attitude to learning, or with social aspects of learning. This is also early intervention for pupils who may have social communication difficulties and may go on to have a diagnosis of ASD, ADHD or SEMH, but are deemed 'too young' for a diagnosis.	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 £5847.25	
	Additional 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) Midday supervisors specifically hired to lead social communication groups and raise children's emotional literacy and ability to 'play' collaboratively.	
D, E, F Improved attendance rates for PPG students and Higher rates of	Parenting classes and 1:1 sessions for families who are struggling to	Genesis: Privately commissioned service which delivers positive parenting classes for parents. PP	Overseen by HOS Formal reports are provided at end of programmes, however	SM/JA	Impact to be measured through attendance increase.	

attainment and a higher number of pupils classified as SEND Support/PPG/EAL achieving age related expectations through early intervention and strategic provision mapping. Increase parental engagement	meet the needs of their children, be this through attendance, academic support, neglect, behaviour, financial stress.	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.	informal reports are provided regularly.		Parent interviews £7440	
	Homework club with parental partnership – After school club for PPG students but with a PPG Wbri focus, targeting parents who consistently show a lack of parental engagement in homework activities, reading at home etc.	Genesis: Running a homework club, whereby parents have to attend the last 20 minutes of the club and are shown how to help with homework, or taught how to share a book/read with their child.	Overseen by Deputy Head and Genesis Owner.	CL/F	Impact to be measured through registers – how many parents/pupils attend regularly. Completed records for homework. (within Genesis spend above)	
	Attendance Officer	Attendance officer 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	Wages for attendance administrators/officer (included in costings at end of this section) Also AH Inclusion now monitoring and analysing data weekly for attendance utilising the fast track system to target attendance.	
	Attendance Advisory Service	Due to lack of 'power' to prosecute last year resulting in a small group of families (who have 3 or above children within the school) continuing to have persistent absence we have chosen to buy back in to this service. We have invested in a comprehensive package with meetings every 3 weeks to closely monitor and action regularly. We	Impact measures will be in persistent absentee rates falling and PPG pupils rates of attendance rising to above 96% and in line with their NPPG peers. Meet regularly together as a team. Attendance Officer and team will gather PPG and NPPG/whole school data each week to be analysed on the	HM DC T	Attendance Officer, Inclusion lead and Attendance advisory service will meet every 3 weeks. (Costing included in sum at end of this section)	

		have also adjusted our procedures and first letters are sent once a child's attendance falls below the 95% threshold.	Monday morning by Inclusion lead. Feedback given to DC if further children have hit thresholds to go on to the 'targeted' list.			
	Focus on attendance clear and visible around school. Attendance commendation each week.	Attendance trophy and whole class rewards will be in place to raise awareness of the importance of attendance. Parent mail will be utilised to send attendance updates. Commendation assembly will include attendance celebration and present the greatest attendance to a class. Attendance display updated weekly on the main display board in the school foyer.	Attendance board HoS responsibility to update weekly with figures. Teaching staff to highlight if a pupil has significantly improved their attendance as well as the pupils who always have good attendance. To try and create a 'buzz' around attendance amongst the children. School council to be involved with attendance campaign.		Reviewed and attendance figures presented weekly. Starting 2 nd full week back. £200	
G Ensure that no PP children are persistent absentees and the majority of PP pupils have an attendance rate of 96%+	Breakfast Club Subsidising	Many PPG children find the transition from home to school difficult, and challenging in different ways and for a range of reasons. Breakfast club spaces are provided free to PPG students who require this additional service for SEMH or attendance issues. Breakfast club takes place before school for both sites.	Attendance meetings will highlight any students who may require the provision. Attendance rates monitored to measure impact.	HM DC LQ	From September 2018. LQ to be breakfast club lead Charlton and LT breakfast club lead at Thamesmead £3000	
	Taxis, transport for attendance difficulties	Often our disadvantaged children are unable to come to school due to parental ill health or lack of motivation. Therefore Taxis and assistance with travel is offered to ensure children who are well enough to come to school are able to be in, regardless of whether their parent is able to bring them.	Attendance meetings will highlight any students who may require the provision. Attendance rates monitored to measure impact.	HM DC	From September 2018. Any PPG student will be offered this service as and when needed. £500	
	Target Reception (and year 1) attendance as this was a particularly poor attending year last	Reception has had a trend of poor attendance with parents taking children out of school for illness on a regular basis. This does include	YGL has discussed attendance with their team and decided on the following actions: Families in quickly when attendance falls	RH and HM	From September 2018.	

	year.	illnesses that might not require a child being out of school, such as non-contagious rash or itchy eyes with hay fever. There are also a higher percentage of family holidays taken during reception, as many parents do not see this stage as a crucial part of their child's education or many families from other cultures/countries are also of the opinion that school starts too early in the UK.	below 95% by class teachers to discuss why attendance is falling and any specific problems. Reception will display attendance figures outside the classrooms, and draw attention to them at the start of very week when parents arrive. Monitor attendance at progress meetings – so if consistently missing phonics sessions or other intervention the times of these are altered to ensure the child does not miss out, and still makes GLD.			
Costs of wages/services within this section					£180,898.02	
Total budgeted cost					£218,020.27	
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 strategic provision mapping.	Targeted 1:1 for PPG, WB and SEND, or EAL and SEND To include additional PPG specific SEMH self-esteem groups for boys and girls in upper KS2.	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 accounted for within this budget are also PPG – 6 pupils who are PPG and High Needs SEND. Plus PPG within KS2 SEMH, SLCN, SpLD below expected due to attendance/emotional factors rather than specific learning difficulties.	Regular half termly meetings with SENCo Tracking of P scales when necessary to ensure good levels of progress for the child within the parameters of progress expected for their level of need. All steps measured with PIVATS/small step indicators.	HM	Annual reviews Termly TAC reviews Progress meeting/SEND Reviews termly (Costing included in sum at end of this section)	
F/G Limited aspirations;	School Journey grant	Specifically for children within year6	JH: administration for this grant.	JH	£4340	

<p>many children are not exposed to rich and varied life experiences, and lack the drive to succeed academically. Lack of parental engagement and low aspirations for their children, impact on the academic progress and self-esteem of PP pupils, as well as attendance rates.</p>		<p>who receive pupil premium to be able to attend the year 6 residential trip.</p>				
	<p>Sense of Arts A performing arts company who work within school carrying out extracurricular clubs for all children PPG have a funded place.</p>	<p>The performing arts provide children with an enrichment activity which our disadvantaged children would not otherwise access. The children learn and work up to a termly performance, including creating costumes made completely out of recycled materials.</p>	<p>Weekly club, run by external agency. Feedback from parents and students will also indicate the success for individual children. CTs to report back to HoS/DH any improvements in soft skills or growth mind sets. Although not fully measurable, the enjoyment and confidence building nature of the club can objectively be commented on as a contributing factor to improving behaviours for learning.</p>	<p>CL JA</p>	<p>September 2018 – ongoing weekly. £7,250</p>	
	<p>Music tuition, extracurricular music clubs orchestra, choir for all levels of ability and band for more able students</p>	<p>To ensure that PPG pupils are receiving a wide and balanced curriculum, including quality music tuition. We will fund for pupils to have quality music lessons provided by a musician and expert in their field across both sites for KS1 and KS2. In addition there will be extra-curricular music sessions – choir, band and orchestra which provide PPG pupils with experiences that they would not otherwise access outside of school.</p>	<p>Clear timetable of music sessions across both schools. School to employ peripatetic teacher for 3 days a week at Charlton site and buy in to Greenwich Hub for 1 day a week at both sites. The employed music teacher also acts as a coordinator and key link between the music teachers and school. She has recently given training on MITA approaches to all music hub teachers who attend Windrush to ensure this</p>	<p>LB</p>	<p>Music specialists both sites (Costing included in sum at end of this section)</p>	

			ethos is also implemented during music lessons.			
Costs for wages/specialist wages within this section					£44789.52	
Total budgeted cost					£56379.52	
Total Overall Budget Prediction					£308059.79	
Overspend to be supplemented by SEND Budget where possible for children who are PPG with SEND.						