

Seaton Sluice Middle School Pupil Premium Strategy and Self-evaluation Document: Version 1 December 2018

1. Summary information for 2018-2019							
Total number of pupils	322	Number of pupils eligible for pupil premium funding	92 (29% of total on roll)	FSM & Ever 6=86	Service children= 3	Pupil Premium Plus =3 20% of PP children (18) are also SEN	
Number of pupil premium children in each year group: Yr 5=19 of 69 (28%) Yr 6=26 of 84 (31%) Yr7=26 of 83 (31%) Yr8= 25 of 86 (29%)							
Total pupil premium budget:	£121,320	Amount per pupil: Years 5 & Year 6 =£1,320 Years 7 & 8 = £935 Armed forces =£300 PP Plus= £2,300					
Date of external pupil premium review: Guidance from a PP reviewer December 2018		Dates of internal half termly reviews: December 2018, April 2019 and July 2019. Green = School above the national attainment figures for other pupils (not disadvantaged). Red = Below					
2. Key indicators summer 2018: End of Key Stage 2 (Year 6) attainment, progress KS1 to KS2 and attendance data							
69 in cohort 19 PP 50 non-PP NOA =national averages for pupils not eligible for PP Not PP PP Within school gap NAO 2018 compared to NAO							
% reaching expected standard in reading, writing and maths	Cohort 73%	84%	42%	-42%	70%	-28% Gap closing	
% reaching a high score/working at greater depth in RWM	Cohort 13%	18%	0%	- 18%	12%	-12% Gap increased	
NA 2018=64% NA=10%							
% reaching expected standard in reading	Cohort 93% NA 2018=75%	94%	89%	-5%	80%	+9%	
% reaching a high score/working at GD in reading	Cohort 33% NA=28%	41%	11%	- 30%	33%	-3% Gap closing	
Progress scores	Cohort +2.18 NA = 0.00	+1.60	+3.69	+2.09	+0.31	+1.78	
% reaching expected standard in writing	Cohort 83% NA 2018=78%	94%	53%	-41%	83%	-16% Gap increased	
% reaching a high score/working at GD in writing	Cohort 29% NA=20%	39%	0%	-38%	24%	-18% Gap increased	
Progress scores	Cohort +1.17 NA=0.00	+2.13	-1.35	-3.48	+0.24	-1.59	
% reaching expected standard in maths	Cohort 80% NA 2018=76%	90%	53%	-27%	81%	-28%Gap closing	
% reaching a high score/working at GD in maths	Cohort 17% NA=24%	24%	0%	-24%	28%	-28%Gap increased	
Progress scores	Cohort -0.36 NA =0.00	-1.18	-1.47	-0.29	+0.31	-1.78	

% reaching expected standard in grammar, punctuation & spelling (GPS) Cohort 90% NA 2018=78% % reaching a high score/working at greater depth in GPS Cohort 31% NA=34%	92% 41%	84% 5%	-8% -36%	82% 39%	+2% -34%
Absence % Years 5 to 8 The national figures shown are for pupils not eligible for Free School Meals as the 2018 not disadvantaged figures have not been published.	3.02%	5.25%	2.23%	4.8% (Non FSM)	0.45% higher than the national benchmark.
Persistently absent % Year 5 to 8 (Pupils with an attendance rate of 90% or below) The national figures shown are for pupils not eligible for Free School Meals as the 2018 not disadvantaged figures have not been published.	9.57%	14.13%	4.56%	11.1% (Non FSM)	3.03% higher than the national benchmark

3. 2018-2019 Current Year 6 Pupil Premium Students For Years 5,7 & 8 please see our tracking document. Green highlighting = Prediction on or above target	Dec 2018 Target	Dec 2018 Actual	March 2019 Target	March 2019 Actual	Summer 2019 Target	Summer 2019 Actual
% developing or greater in reading %reaching expected standard in reading % reaching a high score/working at greater depth in reading	66% 8% 0%	68% 12% 0%	100% 58% 0%		100% 62% 15% (4)	
% developing or greater in writing % reaching expected standard in writing % reaching a high score/working at greater depth in writing	66% 8% 0%	68% 0% 0%	100% 58% 0%		100% 73% 8% (2)	
% developing or greater in maths % reaching expected standard in maths % reaching a high score/working at greater depth in maths	66% 4% 0%	84% 8% 0%	100% 66% 4%		100% 66% 12%(3)	
Absence % of PP learners in Years 5-8	4.8%	6.25%	4.8%		4.8%	
Persistent absence % of PP learners in Years 5-8 (90% or below)	11.1%	XX%	11.1%		11.1%	

4. 2018/19 Barriers to future attainment for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Some parents do not support home learning well and do not engage with school in supporting their children.
B.	Low self-esteem and low aspirations of some pupil premium children.
C.	An increasing number of children requiring additional speech and language support.
D.	Not all pupil premium children are ready to learn or resilient learners.
Additional barriers (including issues which require action outside school, such as high absence rates)	
E.	High absence rates of some pupil premium learners.

5. Intended outcomes for summer 2019 and how they will be measured		Success criteria
A	Progress in MATHS for PP pupils is accelerated across all cohorts. The gap in the percentages of PP and non-PP pupils achieving EXPECTED STANDARD in maths across all cohorts is narrowed from September starting points.	<u>Attainment in maths at the end of KS2</u> 78% to achieve expected standard and 12% (3 pupils to reach the higher threshold).
B	Progress in WRITING for PP pupils is accelerated across all cohorts. The gap in the percentages of PP and non-PP pupils achieving EXPECTED STANDARD in writing across all cohorts is narrowed from September starting points.	<u>Attainment in writing and GPS at the end of KS2</u> 81% to achieve expected standard and 8% (2 pupils to reach the higher threshold).
C	The high rates of progress in READING for PP pupils are maintained The gap in the percentages of PP and non-PP pupils achieving EXPECTED STANDARD in reading across all cohorts is narrowed from September starting points.	<u>Attainment in reading at the end of KS2</u> 77% to achieve expected standard and 15% (4 pupils to reach the higher threshold)
D	Overall ABSENCE rates fall so they are in line or above national others (4.8%) with rates of PA in line with national others (11.1%)	Absence rates PP pupils are 4.8% or lower and PA rates are below national others percentage of 11.1%.

6. Planned expenditure 2018-2019		Pupil premium grant is estimated to be £121,320			
i. Strengthen the quality of teaching and learning for pupil premium learners.				Total cost = £	
Intended outcomes	Actions and steps taken.	Timescale Milestones	Monitoring	Staff lead Costs	Impact / Evaluation
<p>To raise the profile of disadvantaged pupils in the school and identify their barriers to learning.</p> <p>Ensure all staff know who the PP pupils are in their classes and how these pupils can be supported to make at least expected progress.</p> <p>Ensure PP learners are stretched and challenged appropriately.</p>	<p>Term 1</p> <ol style="list-style-type: none"> 1. Joe Elliott appointed to liaise with subject leaders to drive up pupil premium outcomes. 2. List of disadvantaged pupils updated and shared with staff. 3. Form tutors develop pupil passports for all PP learners, identifying their barriers to learning. 4. Form tutors set individual targets for PP students, specifically designed to combat specific barriers to learning. 5. Pupil premium profiles created and uploaded onto Google drive, so staff are able to update the profiles and share strategies that are working well. 6. Staff currently working on NPQSL and NPQML qualifications encouraged to do research on and pilot new strategies to improve PP outcomes. 7. New pupil premium strategy and self-evaluation document created by PP lead and subject teams with clear actions, success criteria, milestones and monitoring arrangements. <p>Term 2</p> <ol style="list-style-type: none"> 1. Staff training on lesson planning, seating plans, gap analysis and differentiation to better support disadvantaged pupils. 2. Teachers to mark the work of PP learners not on track to achieve their targets first and in greater detail. 3. All pupils are expected to respond to teacher feedback by improving their work using their purple pens. 	<p>✓ Sept 18</p> <p>✓ Sept 18</p> <p>✓ Oct 18</p> <p>Dec 18</p> <p>✓ Sept 18</p> <p>✓ Sept 18</p> <p>✓ Dec 18</p> <p>✓ Jan 19</p>	<p>JE to QA the PP profiles, ensure they are accessible to all staff and regularly updated.</p> <p>Regular monitoring of PP progress by data drops, learning walks & book scrutiny.</p>	<p>PP Lead (JE)</p> <p>£10,000</p>	<p><u>December 2018</u></p> <p>All staff know who the PP learners are in their class and have started to share information about their barriers to learning and strategies to improve PP outcomes.</p> <p>Disadvantaged pupils have a much higher profile within the school and the information on them is readily available for all staff.</p>

ii. Targeted support for pupil premium students.		Total cost = £			
Intended outcomes	Actions and steps taken.	Timescale Milestones	Monitoring	Staff lead Costs	Impact /Evaluation
<p>Progress in MATHS for PP pupils is accelerated across all cohorts.</p> <p>Year 6 78% to achieve expected standard in maths.</p> <p>12% (3 pupils) to reach the higher threshold.</p>	<p><u>Improve teaching so progress and attainment rapidly improve</u></p> <ol style="list-style-type: none"> 1. Target disadvantaged Year 6 pupils in the top maths set; provide additional challenge and support to help them reach the higher threshold. 2. Develop and improve the teaching of maths around the mastery approach, strengthening and deepening pupils understanding of mathematical concepts and skills. <p><u>Interventions</u></p> <ol style="list-style-type: none"> 1. Use PP Google sheet to record interventions and targets. Allocate directed time to give staff time to do this. 2. Maths skills booster sessions. 3. Maths classes are in sets and include differentiated groups and based upon ability. 4. Small group interventions for low and high attainers delivered by GL and VR/AS. 5. Small group interventions with VR to address gaps in learning. 7. Fun Learning club to improve memory skills, self-confidence and resilience. <p><u>Y6 SAT's ready PP</u></p> <ol style="list-style-type: none"> 1. Organise parent meetings to change the mind set of parents in terms of their own ability and their child's potential in maths. 2. Three identified more-able pupils to attend booster group. 3. Invite parent of lower ability children with aspirational targets in to discuss and teach strategies. 	<p><u>Y6 Maths expected standard targets</u></p> <p>Nov 18= 4%</p> <p>March 18= 65%</p> <p>Summer 18= 78%</p> <p><u>Y6 Maths greater depth targets</u></p> <p>Nov 18= 0%</p> <p>March 18= 4%</p> <p>July 18= 12%</p>	<p>Maths Leader, supported by SLT to QA teaching, learning and written/verbal feedback.</p>	<p>Maths Leader (GL) and SLT</p> <p>£10,000</p>	<p><u>December 2018</u></p> <p>% of PP on target to achieve expected standard = 78%</p> <p>% of PP on target to achieve greater depth = 8%</p> <p><u>March 2019</u></p> <p>% of PP on target to achieve expected standard =</p> <p>% of PP on target to achieve greater depth=</p> <p><u>July 2019</u></p> <p>% of PP on target to achieve expected standard =</p> <p>% of PP on target to achieve greater depth=</p>

Intended outcomes	Actions and steps taken	Timescale Milestones	Monitoring	Staff Lead Costs	Impact /Evaluation
<p>Progress in WRITING for PP pupils is accelerated across all cohorts.</p> <p>Year 6 81% to achieve expected standard in writing and GPS.</p> <p>8% (2 pupils) to reach the higher threshold.</p> <p>GPS = Grammar, punctuation and spelling</p>	<p><u>Improve teaching so progress and attainment rapidly improve</u></p> <ol style="list-style-type: none"> 1. Target disadvantaged Year 6 pupils in the top English set; provide additional challenge and support to help them reach the higher threshold. 2. All PP pupils to be set an individual termly writing target to work towards. 3. Seaton Sluice Middle School is taking part in the North of the Tyne Oracy Project to improve oral skills and confidence levels. Talk homework topics are set on Mondays in an assembly and sent via the school gateway to parents; the expectation is that families will talk about it together. Pupils write down what family members said in their Talk Book. On Friday in tutor time there is a class talk about the homework using talk structures. 4. All children given CPG resources for SPAG to complete as classwork and homework. <p><u>Interventions</u></p> <ol style="list-style-type: none"> 1. Use of PP Google sheet to record interventions and targets. Allocated directed time to give staff time to do this. 2. Daily spelling intervention (Read Write Inc spelling) for targeted pupils. 3. Shakespeare Birthplace Trust Project focused on PP pupils to improve their speaking and listening skills. <p><u>Y6 SAT's ready PP</u></p> <ol style="list-style-type: none"> 1. All PP pupils will have access to writing skills booster sessions to ensure almost all make age related standards. 	<p><u>Y6 Writing/GPS expected standard targets</u></p> <p>Nov 18= 8% March 18= 58% Summer 18= 81%</p> <p><u>Y6 Writing /GPS greater depth targets</u></p> <p>Nov 18= 0% March 18= 0% Summer 18= 8%</p>	<p>English Leader, supported by SLT to QA teaching, learning and written/verbal feedback.</p>	<p>English Leader (KMc) & RE</p> <p>£15,000</p>	<p><u>December 2018</u></p> <p>% of PP on target to achieve expected standard = 81% % of PP on target to achieve greater depth= 8%</p> <p><u>March 2019</u></p> <p>% of PP on target to achieve expected standard = % of PP on target to achieve greater depth=</p> <p><u>July 2019</u></p> <p>% of PP on target to achieve expected standard = % of PP on target to achieve greater depth=</p>

Intended outcomes	Actions and steps taken	Timescale Milestones	Monitoring	Staff Lead Costs	Impact /Evaluation
<p>Progress in <u>READING</u> for PP pupils is accelerated across all cohorts.</p> <p><u>Year 6</u> 71% to achieve expected standard in reading.</p> <p>12% (2 pupils) to reach the higher threshold.</p>	<p><u>Improve teaching so progress and attainment rapidly improve</u></p> <ol style="list-style-type: none"> 1. Use of structured questioning to develop reading comprehension. 2. Targeted reading aloud and book discussion. 3. All PP pupils to have a challenging reading target to work towards. 4. One guided reading session per week in KS2 with extra TA. 5. Reading explorers scheme in KS2, focusing on literal and deductive skills. <p><u>Interventions</u></p> <ol style="list-style-type: none"> 6. Reciprocal reading programme/Accelerated reader imbedded. 7. Comprehension Booster from January 2019. 8. Targeted guided reading for low ability PP pupils with a teaching assistant and prefects. <p><u>Y6 SAT's ready PP</u></p> <ol style="list-style-type: none"> C. Ensure PP learners have access to home learning in school if necessary. D. All PP pupils will have access to reading skills booster sessions to ensure almost all make age related standards. E. Low ability children read with Y8 MA prefects every day. F. 'Toe by Toe' intervention for children struggling with reading. 	<p><u>Y6 reading expected standard targets</u></p> <p>Nov 18= 8% March 18= 58% Summer 18= 83%</p> <p><u>Y6 reading greater depth targets</u></p> <p>Nov 18= 0% March 18= 0% Summer 18=12%</p>	<p>English Leader, supported by SLT to QA teaching, learning and written/verbal feedback.</p>	<p>English Leader (KMc)</p> <p>£10,000</p>	<p><u>December 2018</u></p> <p>% of PP on target to achieve expected standard = 80% % of PP on target to achieve greater depth = 12%</p> <p><u>March 2019</u></p> <p>% of PP on target to achieve expected standard = % of PP on target to achieve greater depth=</p> <p><u>July 2019</u></p> <p>% of PP on target to achieve expected standard = % of PP on target to achieve greater depth=</p>

iii. Other approaches to raise the attainment and progress of pupil premium students. Total cost = £

Intended outcomes	Actions and steps taken	Timescale Milestones	Monitoring	Staff lead Costs	Impact /Evaluation
<p><u>ATTENDANCE</u></p> <p>Remove barriers preventing students from attending the school.</p> <p>PP absence rate improves from 8.05% to 4.8% or less by July 2019.</p> <p>PP PA rate is reduced from 17% to 11.1% or less by July 2019.</p>	<p><u>TERM 1</u></p> <ol style="list-style-type: none"> EWO and Head of School (SL) meet every week to monitor attendance, so that attendance issues are picked up and acted upon early. Letters send out to parents with an attendance rate below 95%, 92% meetings arranged with GS and EWO is contacts/meets with parents/carers if attendance dips below 90%. Attendance is recorded on Google Doc. <u>Attendance rewards</u> - The class with the highest attendance the previous week get to attend first sitting in the dinner hall one day a week. At the end of every term all children with a perfect 100% attendance rate are entered into a prize draw. Holidays taken in term time not authorised. Newsletter, website and “Attendance Matters” leaflet to emphasise the importance of good attendance and how it impacts on progress/attainment. Staff are encouraged to target PA pupils with an attendance rate below 90% using School Gateway by sending home ss much positive feedback as possible. <p><u>TERM 2</u></p> <ol style="list-style-type: none"> In January meetings held with parents/carers of PA PP pupils to discuss how this is affecting their progress in maths/English. Attendance contracts created outlining what the school, parents and the pupil will do to improve their attendance rate. Termly improved attendance rewards (certificate & prize) for pupils who manage to improve their attendance by at least 4%. 	<p>✓ Sept 18</p> <p>✓ Sept 18</p> <p>✓ Sept 18</p> <p>✓ Sept 18</p> <p>✓ Sept 18</p> <p><u>PP Absence targets</u> Dec 18=4.8% March19=4.8% July 19=4.8%</p> <p><u>PP PA targets</u> Dec 18=11.1% March18=11.1% July 19=11.1%</p>	<p>Weekly EWO meetings. Google doc monitored and attendance interventions recorded.</p> <p>Will require medical evidence for students at risk of becoming PA.</p> <p>Keep teachers up to date with pupils’ attendance and send them reminders to contact parents.</p>	<p>SL & EWO</p> <p>£26,000</p>	<p><u>September to October 2018</u> PP absence rate = 5.25% Non-PP absence rate= 3.02% Gap = 2.23% PP PA rate = 14.13% Non PP PA rate = 9.57% Gap = 5.56%</p> <p><u>September to December 2018</u> PP absence rate = 6.25% Non-PP absence rate= 3.55% Gap= 2.7% PA PP rate = TBC PA non PP = TBC Gap = TBC</p>

Intended outcomes	Actions and steps taken	Timescale Milestones	Monitoring	Staff lead Costs	Impact / Evaluation
<p><u>ENGAGEMENT AND RAISING ASPIRATIONS</u></p> <p>Remove the financial barriers that prevent learning.</p> <p>Develop and improve the mental health support, strategies and provision.</p>	<p><u>TERM 1</u></p> <ol style="list-style-type: none"> Uniform, stationery, learning resources and PE kit provided, if required, so disadvantaged pupils are better prepared for learning. Educational visits, enrichment activities and fieldwork are also paid for or subsidised where required so financial barriers to learning have been removed. Term 1 activities include: <ul style="list-style-type: none"> Cinema trip Chritingle Horrible Histories Theatre show Wilderness school (x2) Sailing Experience Carole Singing Peter Murray (Author) Dave burns workshops Book Fair Fun Run Broomley Grange Continue taxi home service to enable PP learners to participate in after school activities. <p><u>TERM 2 & 3</u> - Enrichment activities include:</p> <ul style="list-style-type: none"> Centre for Life Trip London Trip Astronomy Club Cooking Club Art Club ICT Club Sports Day 	<p>✓ Sept 18</p> <p>✓ Sept 18</p> <p>✓ Sept 18</p> <p>✓ Feb 19</p> <p>✓ March 19</p>	<p>Track participation through intervention/ strategy spreadsheet.</p> <p>Pupil voice surveys</p>	<p>KMa</p> <p>£5,000</p>	<p><u>December 2018</u></p> <p>Because the financial barriers were removed, PP pupils were able to attend many after school clubs such as; football, dodgeball. Netball, rugby, skipping and gymnastics. They were also able to attend: Cinema trip, Horrible Histories theatre show, Sailing Experience, Broomley Grange and more.</p>

<p><u>READINESS TO LEARN</u> Develop and improve the mental health support, strategies and provision.</p> <p>Reduce the number of fixed term exclusions for PP learners.</p>	<p><u>TERM 1</u></p> <ol style="list-style-type: none"> 1. Upper pay scale teachers to assist KMc in leading a team of staff in the development of a Mental Health plan/strategy. 2. Mental Health CPD for staff. Educational psychologist to up-skill staff in leading CBT and other strategies to help teach pupils and staff how to self-regulate. 3. Work with Astley High School to develop a high-quality federation wide pastoral system. Develop close links with Astley's inclusion team and use this as an alternative to fixed term exclusion. 4. Develop thrive strategies across the school. 5. Provide pupils with additional emotional needs with a mentor to support/guide them. 	<p>✓ Sept 18</p> <p>✓ Sept 18</p> <p>✓ Sept 18</p> <p>✓ Sept 18</p> <p>✓ Throughout the year</p>	<p>Close monitoring of impact of these actions.</p> <p>Internal referral forms created so there is a consistent approach across the school.</p>	<p>JE</p>	<p><u>December 2018</u></p> <p>Fixed term exclusions for PP learners have reduced. Sept 2017 – July 2018 = 22 Sept 2018 – Dec 2018 = 4</p>
<p><u>ENGAGING PARENTS</u> Provide more opportunities for parents to engage with school and their child's learning.</p>	<p><u>TERM 1</u></p> <ol style="list-style-type: none"> 1. Staff to use School Gateway to send positive feedback and information home regarding PP pupils learning. 2. Parent drop in training to help them access the School Gateway. 3. Parents invited to attend more school events e.g. Fun Run, Macmillan Coffee Morning, Christmas faire and show. <p><u>TERM 2 & 3</u></p> <ol style="list-style-type: none"> 1. Parents can attend two possible parents evenings. Parents of disadvantaged will receive extra reminders and invitations through School Gateway. 2. Parent invited in for another Macmillan Coffee Morning, Sports Day, Y8 graduation, transition events. 	<p>✓ Sept 18</p> <p>✓ Throughout the year.</p> <p>✓ Feb 19</p>	<p>School Gateway records.</p> <p>JE to monitor and quality assure the pupil passports.</p>	<p>JE</p>	<p><u>December 2018</u></p> <p>40% of PP parents now access the School Gateway App. 100% of parents are contactable through School Gateway.</p>

7. Review of expenditure for 2017-2018		Total pupil premium budget = £99,345	92 pupil premium students
Intended outcomes	Actions	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP if appropriate.	Lessons learned (and whether you will continue with this approach)
i. Strengthen the quality of teaching and learning.			
<p>Improved monitoring of the impact of interventions and strategies used to support PP learners in lessons.</p> <p>Most able register updated. Focused support provided to help more achieve GD.</p>	<p>Interventions added to Marksheet in SIMS and kept up to date by all staff.</p> <p>Data analysis and strategies revised if impact not good enough. Pupil progress meetings take place.</p> <p>Challenging aspirational targets set for most able PP learners. Regular learning walks, data analysis and book scrutiny to monitor their attainment.</p>	<p>Most of the gaps between our PP learners and others nationally relating to expected progress have started to close. However, many of the more able PP learners did not reach their full potential; no PP learners reached the higher standard in writing and maths. Only 11% achieved Greater Depth (GD) in reading and 5% in Grammar, Punctuation and Spelling (GPS).</p>	<p>The school will trial new strategies in 2018/19 to ensure the higher ability PP learners achieve GD.</p>
ii. Targeted support for pupil premium students.			

<p>READING More PP pupils to have a reading age that matches their chronological age.</p> <p>WRITING To improve the spelling and writing skills of PP learners.</p> <p>MATHS To improve the maths skills and knowledge of PP learners so a higher percentage meet age related standards.</p>	<p>Provide a wide range of opportunities for PP learners to strengthen their reading skills eg paired, guided and peer reading.</p> <p>School took part in a new EEF research project, which included staff training to introduce reciprocal reading and improve the teaching of spelling, punctuation, and grammar.</p> <p>Maths lead staff to complete training and disseminate information, resources and share good practice. Small group interventions and booster groups set up for PP learners to improve their mathematical skills and knowledge.</p>	<p>This has helped most PP learners to decode and understand what they have read. On average PP reading ages improved by 10 months. The percentage of Year 6 PP learners reaching the expected standard in reading improved from 58% in 2017 to 89% in 2018, 9% above the national others benchmark. The percentage of Year 6 PP learners reaching the expected standard in GPS improved from 48% in 2017 to 84% in 2018.</p> <p>The percentage of Year 6 PP learners reaching the expected stand and in writing fell from 63% in 2017 to 53% in 2018.</p> <p>The percentage of Year 6 PP learners reaching the expected standard in maths improved from 46% in 2017 to 53% in 2018.</p>	<p>To further reduce the within school gaps in progress and attainment we will provide more targeted support for PP learners in lessons and ensure all staff make use of the new PP pen portraits on Google Drive, so they can tailor their support to overcome barriers to learning.</p>
<p>iii Other approaches to improve the attainment and progress of pupil premium students.</p>			
<p>ATTENDANCE Improve attendance of PP learners.</p>	<p>PP Leader to work closely with EWO, parents and school staff to ensure attendance issues are picked up early and acted upon. Weekly monitoring.</p>	<p>Both the absence rates and persistent absence rates of PP learners increased this year and persistent absence rate of 24% was well above the national benchmarks of 11.1%</p>	<p>More needs to be done to reduce the PP PA rate in 2018 to 2019.</p>
<p>ENGAGING PARENTS</p>	<p>Meetings with Y5 parents to complete pupil passports for disadvantaged learners and identify support needed to progress learning outcomes. Help parents to feel more comfortable about visiting the school so they are more likely to attend parents evening and other school events.</p>	<p>All Year 5 PP passports completed.</p>	<p>Successful strategy, so we will extend this practice to other year groups in 2018/19.</p>

<p>RAISE ASPIRATIONS</p>	<p>Enable PP learners to be involved in enrichment and extra-curricular activities. Subsidise or pay for activities and where required provide a taxi service home.</p> <p>Some PP learners had support from sixth form students to support and encourage them to aim higher</p>	<p>Participation rates of PP pupils improved, and self-esteem and motivation levels raised.</p>	<p>Most strategies were successful and will continue in 2018/19. However, the 6th form support will not be happening as the high school needs their post 16 students to focus on their own studies.</p>
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<p>8.Additional detail</p>
<p>For additional information and evidence relating to this strategy statement please see our website and our School Development Plan.</p>