



Pupil premium strategy statement:

1. Summary information					
School	Phoenix Infant Academy				
Academic Year	2018-19	Total PP budget	£71280	Date of most recent PP Review (SGC review)	September 2018
Total number of pupils	324	Number of pupils eligible for PP	54	Date for next internal review of this strategy	July 2019

2. Current attainment (2017-18)		
	<i>Pupils eligible for PP (PIA 2018)</i>	<i>Pupils not eligible for PP (national average 2017)</i>
% achieving in reading, writing and maths (fft)	65	68
% attaining at expected standard + in reading	78	79
% attaining at expected standard + in writing	67	72
% attaining at expected standard + in maths	78	79
% attaining GLD at the end of EYFS	79	73
% meeting the standard in the year 1 Phonics Screening Check	67	84
% meeting the standard by the end of year 2 Phonics Screening Check	93	93

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Limited speech and language skills which impacts on learning	
B.	Gaps in prior learning	
C.	Attainment and Progress of PPG /SEND group significantly below 'All Children, Non PPG/SEND'	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Consistent attendance and punctuality.	
E.	Access to resources, such as books, libraries, life experiences (especially cultural).	
F.	Parental engagement with school and perceptions of education. Priority placed upon learning and achievement.	
G.	Low aspirations about what can be achieved and how to be successful and limited access to positive role-models.	
H.	A lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit/new uniform).	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in all year groups.	Pupils eligible for PP make progress by the end of the year so that all pupils eligible for PP meet or exceed age related expectations.
B.	Pupils eligible for PP to achieve ARE in line with non PP pupils for phonics, RWM and make good progress.	Pupils eligible for PP make good progress in reading, phonics, writing mathematics and achieve ARE in line with non PP pupils. Measured by teacher assessments, PSC and successful moderation practices.
C.	Improve attainment and progress rates for pupils with SEN/D and eligible for PP.	Improved outcomes for PPG/SEND in to be inline with 'National Other'
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 8% or below (subject to change following national data update).
E.	Pupils are exposed to a wide range of social/cultural and sporting experiences.	Pupils attend events/visit places they would not usually be exposed to.

5. Planned expenditure

Academic year £71280

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 and learning 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?
<p>Ensure excellent pupil progress in core subject areas through continuing to develop quality first teaching across the curriculum</p> <p>Outcomes A, B and C</p>	<p>T4W</p> <ul style="list-style-type: none"> T4W CPD Coaching <p>Mathematics Mastery</p> <ul style="list-style-type: none"> MM CPD Coaching Planning support <p>Wider Curriculum</p> <ul style="list-style-type: none"> Topic days for staff to plan key learning and develop subject knowledge Assessing topic <p>Assessment CPD</p> <ul style="list-style-type: none"> No More Marking, Assessing Primary Writing Supporting transition to SIMS Primary Moderation New staff assessment induction and CPD Pre-Key stage assessments 	<p>We want to invest some of the PP in longer term change which will help all pupils.</p> <p>EEF recommendations for improving literacy skills in KS1 state “A focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group”. T4W was introduced last year. This year support will focus on developing this approach, to ensure long term success. Focus will be on supporting teachers new to the school, developing skills and ensuring EYFS challenge for writing.</p> <p>The Mathematics Mastery approach aims to ensure that pupils build a deep conceptual understanding of concepts which enables them to apply their learning in different situations (see Mathematics Mastery for research and rationale behind this approach). PP funding will support the implementation of this across EYFS and Y1, during 2018-19 academic year (Y2 in 2019-20).</p> <p>During 2017-18 we successfully trialed “Topic days” where we released teachers to enable them to plan learning across the wider curriculum in greater depth. This not only aided improving staff subject knowledge (time to research/collaborate/share) but also supported our drive to reduce teachers workload and improve wellbeing amongst our staff. These will therefore continue during 2018-19. These are followed by curriculum celebrations/assessment sessions where progress and attainment are reviewed.</p> <p>Assessment CPD will build on successes of last year and continue to develop staff knowledge. NMM will continue to be used and this year we will support staff with the transition to SIMS Primary, and develop our SEND assessments (pre key stage) following the removal of P scales.</p>	<p>The school monitoring cycle will continuously evaluate provision. This will include:</p> <ul style="list-style-type: none"> -learning walks that demonstrate high quality teaching -book monitoring that demonstrate progress (core subjects and topic) -data drops including NMM national assessment weeks demonstrating consistent progress and children achieving in core subjects -curriculum celebrations show progress in foundations subjects -moderation files to support teachers making assessments -Feedback from staff/pupils/parents 	<p>SLT</p> <p>T4W: KP</p> <p>MM: KP/CR</p> <p>Topic: KP/KO/AJ</p> <p>Assessment: AJ</p>	<p>Termly</p>

Vocabulary and curriculum development to enable children to access learning at home Outcome A and B	Develop curriculum information/vocabulary for topic areas to support parental engagement and understanding of the curriculum. Pobble to publish children's work and build evidence banks in Y2. RM easimaths to support parental involvement in maths at home.	These approaches will help to ensure that parents are able to provide additional support for their children at home. This is an approach that will benefit all pupils. Use of Pobble in Y2 to publish children's work will enable parents to be able to become engaged in the writing process and support engagement with writing. In addition it will build an online evidence bank of pupils' writing (supporting moderation) and provide children with an audience. RM easimaths will enable children to practice key mathematical concepts and skills at home. Parents will be able to support learning in maths at home (without impacting on teacher's workload). Teachers will be able to view pupil's achievements and this will support accurate assessment practise.	Monitoring use of online subscriptions/parental comments on Pobble. Gaining parental feedback on curriculum information. Parental engagement in curriculum celebrations.	Pobble: KOX Easimaths: AE (tbc) Topic: SLT	Termly
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Total budgeted cost £16,102.35

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?
Support underachieving pupils with identified barriers to learning (SLCN) with targeted interventions Outcomes A, B and C	SALT <ul style="list-style-type: none"> Use of therapist for assessments/therapy TA/LSA SALT interventions (Speechlink/1-1) 	The EEF findings from oral language interventions show moderate impact for low cost. Speechlink was used successfully with EYFS and KS1 pupils 2017-18. We have a high % of pupils with speech, language and communication needs across our children eligible for PP (higher than amongst all other pupils in Y1/Y2). The school will employ a SALT to conduct assessments as required, to support accurate target setting, annual reviews, IEP meetings etc (as the LA no longer provides this service for any pupils).	The school monitoring cycle will continuously evaluate provision. -SLCN targets will show progress towards individual targets -Speechlink assessments will demonstrate progress	FH	Half Termly
Support underachieving pupils with identified barriers to learning with targeted interventions Outcomes B and C	Specific Interventions <ul style="list-style-type: none"> SEBDOS 1-1 phonics Daily Reading Mentoring Project code x ELSA Nessy 	EEF findings for 1-1/small group tuition show it can be effective. The school has utilised interventions successfully in previous years and will continue with this approach. The use of services (SEBDOS) will be used to provide specific guidance for pupils with SEN where there is no LA provision. RWInc 1-1 phonics will be closely monitored (2 weekly cycle with intervention tutors and then half termly group review meetings) in Y1 to ensure maximum progress for pupils. This will also feed into PPM's.	The school monitoring cycle will continuously evaluate provision. -Data drops, including std. assessment data -RWInc assessments -monitoring interventions (learning walks) -feedback from parents (ELSA) -use of online subscriptions	FH/AJ/KO	Half Termly

<p>Increase parental engagement through developing parents understanding of the curriculum, raise aspirations and to support their children effectively</p> <p>Outcomes A and B</p>	<ul style="list-style-type: none"> Targeted parent workshops and coffee mornings Raffle to encourage attendance at workshops Readiness for learning for nursery pupils (Summer Term) 	<p>Parental involvement is consistently associated with pupils' success at school.</p> <p>Parent workshops should enable parents to understand the curriculum and gain confidence to ask questions. We want to continue to increase attendance at workshops so will be offering a raffle to encourage more parents to attend.</p> <p>Readiness for learning workshop held in 2017 (in conjunction with Baylis Court Nursery) proved popular with parents. Additional workshops to be held in consultation with other nurseries.</p>	<p>Monitor the effect of the targeted approaches through:</p> <ul style="list-style-type: none"> Monitoring uptake of parent workshops Feedback from parents/nursery staff Data drops (attainment and progress) 	<p>AJ / KO</p>	<p>Termly</p>
Total budgeted cost					<p>£39,699.00</p>
<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>To ensure PPG pupils have access to a wide range of curriculum opportunities to support academic and vocabulary development</p> <p>Outcome A, B and E</p>	<p>Enrichment opportunities and specific opportunities to broaden the horizons of those students to be offered.</p> <p>Books to be purchased for all children to link with author visits to support curriculum enrichment and promoting pleasure for reading.</p>	<p>Pupils benefit from working with others and being introduced to a variety of experiences, including author visits.</p> <p>Pupils' horizons will be broadened and they will learn more about culture, history and geography. This will support vocabulary development and will support wider curriculum development. This in turn will support learning in core subject areas.</p> <p>Children who read for pleasure make more progress in maths, vocabulary and spelling (research, Sullivan, A. and Brown, M. (2013) Social inequalities in cognitive scores at age 16: The role of reading). Author visits, and providing books linked to these will support this fully, providing children with access to books they otherwise would not be able to access.</p>	<p>Reviewing programme of trips and attendance through curriculum assessment meetings and feedback from stakeholders.</p>	<p>SLT/Phase leaders</p>	<p>Termly</p>
<p>To ensure high attendance of PPG pupils</p> <p>Outcome D</p>	<p>Breakfast club provision to be made for PPG pupils</p> <p>Allow additional dedicated time to work with the families of PPG pupils to increase attendance percentages and improve punctuality.</p>	<p>The DfE have published reports on the link between absence and attainment. It has been found that pupils with poor attendance the lower the likely level of attainment.</p> <p>We will continue to allow time to work with families of PPG pupils/take action where necessary as this was shown to have an impact once introduced last year. This year we will employ an attendance officer to improve communication with families where attendance is a concern and to increase capacity to monitor attendance.</p>	<p>Rigorous monitoring of attendance for PPG pupils from the beginning of the school year. Action to be taken immediately when attendance drops.</p>	<p>KP</p>	<p>Half Termly</p>

	<p>Attendance officer appointed.</p> <p>Allow additional dedicated time to take action where vulnerable PPG pupil attendance remains below national average (KP lead).</p>	<p>Breakfast club will continue to be provided for PPG pupils. Funding provided for pupils with EHCP's who require additional support to attend as needed.</p>			
<p>To ensure children have access to the correct, new uniform.</p> <p>Outcome D</p>	<p>Purchase jumper/cardigan with new school logo for children eligible for PPG.</p>	<p>Following the school name change and significant changes to the uniform (Phoenix Infant Academy, navy blue uniform) it will be important to support families eligible for PPG so that their children are able to wear the new uniform in common with all other children. This will support children wanting to come to school and thereby our attendance drive.</p>	<p>Children wearing correct and consistent school uniform.</p>	<p>AJ/KO</p>	<p>Termly</p>
Total budgeted cost					<p>£15,478.65</p>

1. Review of expenditure

Academic Year

2017-18

i. Quality of teaching for all

Desired outcome	Chosen action/approach	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)	Cost																																						
<p>Boost pupil progress in writing through improving quality first teaching of writing</p> <p>Outcomes A and B</p>	<p>Cycle of CPD for staff including:</p> <ul style="list-style-type: none"> T4W CPD Coaching TA CPD and coaching <p>Pobble to publish children's work and build evidence banks</p> <p>Assessment CPD including: Comparative Judgements CPD and moderation, including use of No More Marking, use of SIMS PoS/marksheets</p>	<p>Overall T4W has had a positive effect upon writing across the school, with teachers developing their knowledge of how to teach writing more effectively and children making good progress:</p> <p>Attainment at the end of EYFS (ELG/exceeding)</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">ELG+</th> <th colspan="2">ELG Exc</th> </tr> <tr> <th>Nat</th> <th>Sch</th> <th>Nat</th> <th>Sch</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td></td> <td>79</td> <td></td> <td>14</td> </tr> <tr> <td>Non PP</td> <td>76</td> <td>72</td> <td>12</td> <td>7</td> </tr> </tbody> </table> <p>Attainment at the end of KS1 (EXS/GDS)</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">EXS +</th> <th colspan="2">GDS</th> </tr> <tr> <th>Nat</th> <th>Sch</th> <th>Nat</th> <th>Sch</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>72</td> <td>67</td> <td>18</td> <td>26</td> </tr> <tr> <td>Non PP</td> <td>72</td> <td>70</td> <td>18</td> <td>25</td> </tr> </tbody> </table> <p>Pobble has a small positive impact upon writing (for all pupils), primarily through generating enthusiasm among the children for writing for an audience.</p> <p>The majority of teachers across both key stages are now far more confident to make accurate teacher assessments. Teacher judgements have been seen to be accurate in the main, as evidenced through No More Marking. The use of comparative judgements for writing has also been a positive way to moderate judgements and to review strengths and weaknesses across a cohort.</p>		ELG+		ELG Exc		Nat	Sch	Nat	Sch	PP		79		14	Non PP	76	72	12	7		EXS +		GDS		Nat	Sch	Nat	Sch	PP	72	67	18	26	Non PP	72	70	18	25	<p>Next year we will be continuing to support T4W, in order to further develop and embed this approach.</p> <p>Next year, developing links for the Pobble Champion will be important to drive this project forward. We will also begin using the moderation features that Pobble offers us. We also need to continue to develop parent's access to Pobble, through supporting them with email addresses (as with Tapestry in EYFS).</p> <p>Assessment CPD will need to continue next year, focusing on continuing to develop teacher's knowledge and confidence when using SIMS independently. This will be particularly important as we transition to SIMS Primary. We will also need to continue to develop leader's skills with using both SIMS Discover/Reports to quickly obtain key information.</p> <p>We will also continue to focus on moderation across both key stages.</p>	£5953
	ELG+			ELG Exc																																						
	Nat	Sch	Nat	Sch																																						
PP		79		14																																						
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Vocabulary and curriculum development to enable children to access learning at home	Develop knowledge organisers for key subject areas.	This year we have been focusing on the development of the curriculum – intent, implementation and evaluation. As part of this development, during the Summer terms we have	This focus will continue throughout the year (and reviewed after each cycle) as we have seen teacher's subject knowledge increase and their understanding of the curriculum develop. This is leading to an improvement in																																							

Outcome B and E		trialled “curriculum assessment meetings” to develop how we assess across the curriculum (foundation subjects) and have introduced “Topic Days” for teachers to plan together. This will then feed into knowledge and vocabulary overviews for next year.	the quality of work being produced by children across the curriculum, rather than the previous narrow focus on core subject areas. Vocabulary development will also be a focus of the SDP next year and further opportunities to enhance children’s experiences through continued development of educational links through the curriculum.	
ii. Targeted support				
Desired outcome	Chosen action/approach	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)	Cost
Support underachieving pupils with identified barriers to learning with targeted interventions Outcomes A and B	SALT <ul style="list-style-type: none"> Use of therapist for assessments/therapy TA/LSA SALT interventions (Talk Boost/1-1) 	Language link and Talk boost groups have had a positive impact upon children’s spoken and receptive language development, with attainment has grown from scores such as 2 out of 16 (12%) to 16 out of 16 (100%) in the space of 4 sessions. Additional CPD for teachers (through the Communication Trust) has also ensured that teachers have a greater understanding of how to identify pupils with SLCN needs and then how to support them in class.	Language development will continue to be a focus for next year as this continues to be a significant barrier for many of our pupils and has a significant impact upon learning, especially in the early years. We also have an increasing number of children eligible for PP who also have an EHCP and so we will be reviewing the support given for these pupils to ensure that they continue to make good progress. Within KS1, alongside the targeted intervention support and as part of our work developing curriculum, it will be important to review how we assess speaking and listening skills, within the national curriculum.	£50416
Support underachieving pupils with identified barriers to learning with targeted interventions Outcome B	Specific <ul style="list-style-type: none"> EP SEBDOS OT Interventions <ul style="list-style-type: none"> 1-1 phonics Direct Read Mentoring Project code x ELSA Nessy 	The impact of these targeted interventions has been largely positive. All children are targeted for interventions, as needed, with the impact on children eligible for PP/Non PP as follows: EYFS GLD: 79% / 72% Y1 Phonic Screening Check: 67% / 83% Y2 Phonic Screening Check Resit: 93% / 95% KS1 Reading: 78% 78% KS1 Writing: 67% / 70% KS1 Mathematics: 78% / 77% Of particular impact has been Nessy, for example with one child in this group going from scoring 0 on the mock phonics check to scoring 28. 1-1 phonics and direct reading have also supported this. Project code x, used in Y2 in the Summer term has increased the reading band of children by 2 book bands as compared to 0/1 previously. However, there is a gap in attainment in Y1 within the PSC. One of the main reasons for this is 5/8 children have additional needs, all of	These interventions will be continued as required for individual children and where identified through PPM’s. We will review the interventions for children who also have an EHCP to ensure that they are also well supported through PPG funding as required – this may take the form next year of more targeted SALT support (which was less available to us this year due to maternity leave). We will review 1-1 RWInc interventions. These have been particularly successful in Y2, but need an increased focus in Y1 to ensure maximum progress. This will be done through regular progress meetings with 1-1 tutors, reviewing who carried out 1-1 to ensure maximum effectiveness, masterclasses to continue to upskill staff and monitoring/coaching 1-1 sessions.	

		whom have shown progress (as detailed above with use of Nessy).																					
Support high attaining pupils to make good progress in literacy Outcome C	Year 2 targeted literacy group led by experienced teacher (AH)	Following both learning walks and attainment meetings we amended this action as limited impact was seen by streaming these children for reading and T4W. We instead used the experienced teacher to support other members of staff initially and then focusing on specific children in class. This then had a far more positive impact, with class teachers being clearer on children's attainment and next steps in learning and children making more rapid progress. At the end of EYFS there was 1 child eligible for PP exceeding in reading or writing. By the end of KS1 11 children were working at greater depth for reading and 5 for writing (both in line with other children).	Analysis of the Year 1 data indicates that a similar picture is present with regards to high attaining PP children from EYFS (1 in reading, 0 in writing). However there are currently already 4 children working at greater depth in Y1 for reading and 1 for writing (with a further 4 children targeted for GDS in writing). The support given this year to high attaining PP children is not anticipated to be needed next year as this should come through the further embedding of T4W and curriculum development. This will however be regularly reviewed and adjusted if needed during the year.																				
Increase parental engagement through developing parents understanding of the curriculum, raise aspirations and to support their children effectively Outcomes A and B	<ul style="list-style-type: none"> Targeted parent workshops and coffee mornings Individual Pupil conferences Readiness for learning for nursery pupils (Summer Term) 	<p>The "Readiness for learning" workshop for parents of children who will be starting in September was well attended and parents gave positive feedback.</p> <p>Individual pupil conferencing has been used successfully within writing, following amendments to setting pupil level writing targets (following cold tasks), especially with pupils working at GDS. Children, when spoken to, are clearer about what they need to do to improve their writing.</p> <p>End of KS1</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">EXS +</th> <th colspan="2">GDS</th> </tr> <tr> <th>Nat</th> <th>Sch</th> <th>Nat</th> <th>Sch</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>72</td> <td>67</td> <td>18</td> <td>26</td> </tr> <tr> <td>Non PP</td> <td>72</td> <td>70</td> <td>18</td> <td>25</td> </tr> </tbody> </table>		EXS +		GDS		Nat	Sch	Nat	Sch	PP	72	67	18	26	Non PP	72	70	18	25	Next year offer 2 workshops, to target parents at a wider range of nurseries. Consider offering additional behaviour workshops in the Autumn term to targeted families to build on this initial workshop. Continue with pupil conferencing to support learning in writing as impact visible.	
	EXS +			GDS																			
	Nat	Sch	Nat	Sch																			
PP	72	67	18	26																			
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iii. Other approaches																							
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<p>To ensure PPG pupils have access to a wide range of curriculum opportunities to support academic and vocabulary development</p> <p>Outcome E</p>	<p>Enrichment opportunities and specific opportunities to broaden the horizons of those students to be offered.</p>	<p>The Prince William Award has had mixed success this year. A large number of children found it difficult to stay in one club for the whole school year and consequently have dropped out, leading to limited impact for these children. However for the children that have continued to attend, the impact has been seen through increased focus, listening skills and teamwork during the sessions. Children at the start of the school year were unable to complete the workbooks and are now able to use these successfully within the sessions appropriately.</p>	<p>We will not be continuing with the Prince William Award as we feel it does not offer best value for the impact seen. Next year we will be trialling a wider range of club opportunities on Friday's, which we will then be able to target PPG children for, e.g. homework club, Yoga, art club etc.</p> <p>As we continue to develop the curriculum we will be reviewing the trips we offer in order to continue to give children a wide range of opportunities.</p>	<p>£10950</p>															
<p>To ensure high attendance of PPG pupils</p> <p>Outcome D</p>	<p>Breakfast club provision to be made for PPG pupils</p> <p>Allow additional dedicated time to work with the families of PPG pupils to increase attendance percentages and improve punctuality (AJ lead).</p> <p>Allow additional dedicated time to take action where vulnerable PPG pupil attendance remains below national average (KP lead).</p>	<p>These actions continue to have a positive effect on attendance, though attendance for all pupils remains below 96%. Overall attendance for PPG pupils is in line with other pupils, however it is slightly weaker in EYFS. This will be due in part to the needs of 1 pupil eligible for PPG with highly complex needs.</p> <table border="1" data-bbox="725 671 1122 863"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>93.3</td> <td>94.3</td> </tr> <tr> <td>Year 1</td> <td>96.2</td> <td>95.2</td> </tr> <tr> <td>Year 2</td> <td>95.1</td> <td>96.1</td> </tr> <tr> <td>Overall</td> <td>95</td> <td>95.2</td> </tr> </tbody> </table>		PP	Non PP	Reception	93.3	94.3	Year 1	96.2	95.2	Year 2	95.1	96.1	Overall	95	95.2	<p>Attendance will continue to be a focus for next year as we look to continue to improve attendance to be closer to 96%. These actions will continue as they have been shown to have impact. We will liaise with the new FIRST team (pilot) with regards to early help and review support for families with attendance difficulties accordingly.</p> <p>Breakfast club provision will be reviewed to ensure maximum impact, reviewing activities, staffing and breakfast provision.</p>	
	PP	Non PP																	
Reception	93.3	94.3																	
Year 1	96.2	95.2																	
Year 2	95.1	96.1																	
Overall	95	95.2																	
<p>To ensure pupils eligible for PPG are in receipt of the grant.</p> <p>Outcome F</p>	<p>Encouraging take up of PPG – raffle for uniform (all parents eligible)</p>	<p>This was partially successful in EYFS, with 88% of parents completing the paperwork. In Y1 and Y2 this percentage was lower, we attribute this in part to the different procedures in place (EYFS parents completed forms during transition day, whereas Y1/2 completed them in September) and also as more Y1/2 parents have previously completed the paperwork.</p> <p>Uptake of PP has increased to 60 pupils – though some of these have been new intake since the February census. 54 pupils vs 51 pupils in Feb census – and this with a reduction in pupil numbers from 350 to 324.</p>	<p>This will continue next year, if it proves difficult to obtain this information/gain parental consent.</p> <p>Of greater importance is the need to review the process of what happens with this information as many forms are currently rejected due to incomplete information or inaccuracies (e.g. parents giving us the incorrect NI number).</p>																