

Central Primary School: [Key Stage 1](#)

2017-2019 Pupil Premium Strategy and Self-Evaluation

1. Summary information for 2018-2019			
Pupil Numbers	Year 1 120 in cohort 47 PP, 73 NPP Year 2 105 in cohort 63 PP 41 NPP	Number of pupils eligible for pupil premium funding	Total number on roll: 416 (47% of total on roll) FSM & Ever 6 = 408 Service children = 0 Pupil Premium Plus = 8
Total pupil premium budget allocated to KS1 pupils	Year 1 £62,040 Year 2 £83,160	Amount per pupil:	Reception class to Year 6 =£1,320 Early Years (Nursery)= £300 Armed forces =£300 Pupil Premium Plus children = £2,300

2. Key indicators for 2017 – 2018 - Phonics

KS1 PPF = Pupil Premium Funding

Year 1 106 in cohort 61 PP 45 non-PP	School All	Pupils not eligible for PPF	Pupils eligible for PPF	In sch. gap	2018 Nat. av. NPP	Attainment gap when compared to national others
Year 1 Phonics Check % Expected	69%	74%	65%	-9%	84%	-19%
End of Key Stage 1 97 in cohort 50 PP 47 non-PP	School All	Pupils not eligible for PPF	Pupils eligible for PPF	In sch. gap	2018 Nat. av. NPP	Attainment gap when compared to national others
% reaching expected standard in reading	NA18=75%, Cohort = 58%	61%	53%	-8%	79%	-26% Gap increased by 12%
% reaching working at GD in reading	NA18=26%, Cohort= 21%	28%	12%	-16%	29%	-17% Gap closed by 5%
% reaching expected standard in writing	NA18=70%, Cohort = 55%	61%	47%	-14%	74%	- 27% Gap increased by15%.
% reaching a high score/working at GD in writing	NA18=16%, Cohort = 10%	17%	2%	-15%	18%	-16% Gap increased by 4%
% reaching expected standard in maths	NA18=76%, Cohort = 60%	65%	53%	-12%	80%	-27% Gap increased by 17%

% reaching a high score/working at GD in maths	NA18=22%, Cohort =14%	21%	6%	-15%	25%	-19% Gap increased by 6%
3. Key indicators for 2018-2019						
Year 1: 120 in cohort 47 PP 73 non-PP						
% on track to pass the 2019 Year 1 Phonics Check 86% target		89%	81%	-8%	84%	-3% Gap closed by 16%
Year 2 Resits - 92% target (26 pupils of which 17 PP) 15 out of 17 PP learners on track to meet expected standard						
Year 2 105 in cohort 63 PP 41 non-PP						
% achieving expected standard or above in reading. Target PP = 67% NPP = 78%		75%	62%	-13%	79%	-17% Gap closed by 9%
% achieving a high score/working at greater depth in reading. Target 27% reading, target PP = 20% NPP = 36%		36%	20%	-16%	29%	-9%
% achieving expected standard or above in writing. Target PP = 57% NPP = 73%		73%	59%	-14%	74%	-15% Gap closed by 10%
% achieving a high score/working at greater depth in writing Target 17% writing, target PP = 15% NPP = 20%		20%	15%	-5%	18%	-3% Gap closed by 13%
% achieving expected standard or above in maths Target PP = 64% NPP = 81%		80%	59%	-21%	80%	-21% Gap closed by 5%

% achieving a high score/working at greater depth in maths Target 30% maths, target PP = 32% NPP = 39%	34%	26%	-8%	25%	+1%
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4. Phonics and KS1 - Barriers to future attainment for pupil eligible for pupil premium funding in 2018-2019

A	High absence rates of some pupil premium children.
B	Some of our pupil premium children have gaps in basic skills knowledge.
C	The need to further improve the quality of teaching, learning and behaviour for learning.
D	Many pupil premium learners have gaps in early literacy skills, such as visual and auditory memory, phonological awareness and limited conceptual understanding.
E	Some of our pupil premium children experience emotional difficulties such as self-regulation and low self-esteem which can be barriers to learning. Children are not always resilient to set backs and some can struggle to work independently.
F	Many of our pupil premium learners have poor language acquisition, communication and social skills.

5. Planned expenditure 2018-2019 – Phonics and KS1

Targeted support for pupil premium children.

Intended outcomes	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact so far
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High absence rates of some pupil premium children.

A	Staff Lead= Head of School (LH) & Attendance Team <ul style="list-style-type: none"> ATTENDANCE The attendance rate of pupil premium children to improve from 94% to 96%. The persistent absence rate of pupil premium 	<ol style="list-style-type: none"> Appoint a PT attendance family support worker to complete outreach visits to PP families Attendance rewards reviewed - pupil voice led by student senior leadership team.Sponsorship sought for incentives such as a 	Some PP children have high absence rates which is affecting their progress and attainment.	<p>Close monitoring of attendance and absences.</p> <p>Will require medical evidence for pupils at risk of becoming PA.</p> <p>Stronger attendance measures introduced and consistently implemented by Senior EWO,</p>	<p>February Update</p> <p>PP attendance rate =94.22%</p> <p>Non-PP attendance rate =96.11%</p> <p>In school gap=-1.89%</p> <p>PP persistent absence rate =14.79%</p> <p>Non-PP PA rate =7.05%</p> <p>In school gap =PP PA is 7.74% higher</p>
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	<p>pupils to reduce from 20% to 10% by July 2019.</p>	<p>draw for a holiday etc to support PP families</p> <p>3. Walking school bus introduced to collect children where families are hard to reach or often late. Alarm clock purchased for children accessing the walk to school bus.</p> <p>4. All letter 2 families visited by attendance officer</p> <p>5. 96% and above and 100% certificates awarded every half term. Weekly attendance celebrated in assemblies and best class awarded the attendance trophy. Each class over 96% receive a certificate.</p> <p>6. All children with 100% attendance each week will be placed in a draw for the golden ticket to win a free leisure centre pass or local soft play.</p> <p>7. Holidays taken in term time not authorised. Penalty fines introduced.</p> <p>8. Attendance traffic light system and monthly monitoring introduced - monthly meetings with attendance officer and/or Head of school introduced for amber or red families where attendance has not improve. All parents informed of attendance status and monitoring period.</p>		<p>Attendance Officer & Family Support Worker</p> <p>Monthly monitoring and meetings with parents - improvement rate tracked by home visits.</p>	<p>Significant improvement made re: PP PAs 19.9% to 14.79% - the school target is to reduce this to 10%. At 95.1% the school's attendance rate overall has improved this is yet to be reflected in significant overall improvements in PP attendance. The introduction of 4 weekly meetings and home visits for target PP families should improve this figure.</p>
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		<p>9. Office and parents informed that absent due to cold, sore throat and coughs not acceptable - children expected to be in school.</p> <p>10. Free breakfast club offered to all disadvantaged learners - external grant sought to extend provision.</p> <p>11. Working with local holiday company to provide a prize draw for an off peak holidays for families who are above 96% attendance and have not take a holiday in term time</p> <p>12. Pupil senior Leadership Team working with attendance lead to raise profile. Group to run a trust wide competition to raise the profile of attendance with parents.</p> <p>February update, 2019: Review first round of traffic light letters/meetings to ascertain impact. Action whole school breakfast together each morning.</p>			
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Targeted support for pupil premium children.

B	<p>Staff lead = DHT (CC)</p> <ul style="list-style-type: none"> <u>PHONICS</u> 81% of Year 1 pupil premium children to pass the phonics test in 2019. 	<ol style="list-style-type: none"> Work with DfE TILF Resource the implementation of RWI across EYFS - Upper site Introduce Read Write Inc intensive daily streamed phonics across KS1. 50-60 mins every day - 9am to 10am (Year 1), 10am to 10:45am Year 2. 	<p>There is still a large attainment gap (-19%) between the schools' disadvantaged and national others. Overall 69% of pupils met the expected standards in phonics therefore this is a key improvement priority for the school.</p>	<p>Phonics leader to model and QA phonics teaching through weekly coaching and follow up sessions.</p>	<p>PP learners are on track to achieve target of 81% achieving ARE in phonics screening - this is mapped against 86% of all learners and 89% NPP. The national NPP average was 84% in 2017 representing the</p>
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	<ul style="list-style-type: none"> 86% of Year 2 to pass the re-check test. 	<ol style="list-style-type: none"> Robust monitoring of phonics assessments every 6-8 weeks closely track the progress of pupils. 1:1 tutoring in place daily for pupils making the slowest progress in Reading and for those at risk of not meeting the expected standard in the PSC. Daily, additional speed sound sessions for pupils who will take the PSC in 2019. Additional 'Reading Teacher' now in place to deliver Launch Pad and Phonics intervention for PP learners. Phonics workshops held for KS1 parents in order for them to feel confident to help their children with their phonics homework. Also provide free resources they can use at home. <p>Update: February, 2019 On Track</p>			<p>school's gap closing from 19% to 3%.</p>
<p>B</p>	<p>Staff Lead = DHT (CC)</p> <ul style="list-style-type: none"> <u>MATHS</u> <u>End of KS1</u> 62% of pupil premium children to achieve expected standard. 	<ol style="list-style-type: none"> Inspire Maths programme continues in Year 1 and is introduced for Year 2. Maths pupil progress meetings take place where staff are asked to talk about the progress of their PP children and what they are doing to address gaps in learning. Detailed analysis of termly assessment -Planning revised to meet the needs of PP children. Resources packs sent home in Y2 to provided resources to support at home. This included whiteboard, timers etc. 	<p>Pupil premium maths outcomes are too low at KS1 and well below the national benchmark for non-PP.</p> <p>Regular CPD for staff to improve their subject knowledge.</p>	<p>Challenging performance management targets, learning walks and book scrutinies.</p> <p>All teachers and TA's made accountable for raising PP outcomes via pupil progress meetings.</p> <p>Maths leaders to QA stretch & challenge for all abilities.</p>	<p>Key Stage 1</p> <p>80% of NPP learners are currently on track to meet ARE in mathematics compared to 59% of their PP peers. This is slightly below the projected planned target. The 2017 national average for NPP was 79% demonstrating that a 21% gap remains between PP and NPP. The % of PP learners achieving ARE has increased from 43% to 59% and the gap against NPP nationally has decreased by 18% (from 38% to 20%)</p>

		<ol style="list-style-type: none"> 5. Liz Bailey (maths consultant) to spend 3 days providing INSET for teachers/TAs to improve their subject knowledge and teaching skills. 6. Parent support leaflets developed with identified areas of the numeracy curriculum in which parents would be able to easily support at home. 7. PP books to undertake detailed moderation with external partnership schools. 8. Lunchtime and after school numeracy clubs (Rockstars) for Years 1 and 2. 9. Targeted Maths workshops for parents on how to support their children's maths homework. 10. Rapid interventions delivered by 2x teachers (priority given to PP children). 			
<p>B</p>	<p>Staff Lead = DHT (CC)</p> <ul style="list-style-type: none"> • <u>READING</u> • <u>End of KS1</u> • 65% of pupil premium children to achieve expected standard. 	<ol style="list-style-type: none"> 1. Training - link Literacy with Theme and how to expose children to relevant class texts linked to Theme, giving children a context for learning. 2. Member of teaching staff to target PP Key Stage 1 children who do not read regularly at home. Children will have the opportunity to read to an adult at least three times a week. 3. 2017 mock SATs tests in Year 2 inform teachers planning. Gap analysis allows teachers to plan accordingly. 4. Children's vocabulary is significantly improved due to links between Literacy and Theme. Children understand the 	<p>PP outcomes are too low at KS1 and well below the national benchmarks</p>	<p>Challenging performance management targets, learning walks and book scrutinies.</p> <p>All teachers and TA's made accountable for raising PP outcomes via pupil progress meetings.</p> <p>Reading leaders to QA stretch & challenge for all abilities, ensuring parity between home reader and RWI reading book.</p>	<p>Key Stage 1 75% of NPP learners are currently on track to meet ARE in reading compared to 62% of their PP peers. This is slightly below the projected planned target. The 2017 national average for NPP was 79% demonstrating that a 13% gap remains between PP and NPP. The % of PP learners achieving ARE has increased from 45% to 62% and the gap against NPP nationally has decreased by 9% (from 26% to 17%)</p>

		<p>context behind words and are able to use these in independent work.</p> <ol style="list-style-type: none">5. Year 2 to action 'Word of the week' cards and vocabulary walls which act as interactive resources for targeted PP children when reading. This will be delivered to KS1 staff through CPD.6. Teachers complete 'Barriers to learning' forms for all PP children and plan to address any gaps in learning.7. CPD to be delivered to staff in KS1 on how to deliver the content domain of inference. Teacher's planning to be revised to meet the needs of PP.8. Staff ensure KS1 PP children are exposed to a wide range of texts through twice weekly 'Drop everything and read' sessions.9. Damian Burke, the Primary School Improvement Lead for Northumberland Council offers continued support with targeting PP children through links with the community and reading rewards.10. Volunteers to hear KS1 PP children read.11. Book club offered in Pathways with priority to PP children, ensuring they are exposed to a variety of texts.12. Build Curriculum portfolios to incorporate language rich environment plans and Launch Pad to Literacy.			
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<p>B</p>	<p>Staff Lead = DHT (CC)</p> <ul style="list-style-type: none"> • <u>WRITING</u> • <u>End of KS1</u> • 56% of pupil premium children to achieve expected standard. 	<ol style="list-style-type: none"> 1. Internal and external moderation of PP books across KS1 show teachers are secure with judgements and aware of children's next steps to make progress. Examples of PP children's work is evident in floor books across KS1. 2. Links between Theme and Literacy allow children to retain information. Daily memory games will be distributed across KS1 for PP children, allowing teachers to plan accordingly. 3. Parents of PP children have been invited to weekly drop in sessions for support with homework. 4. Build Curriculum portfolios to incorporate language rich environment plans and Launch Pad to Literacy. 	<p>PP outcomes are too low at KS1 and well below the national benchmarks.</p>	<p>Challenging performance management targets, learning walks and book scrutinies.</p> <p>All teachers and TA's made accountable for raising PP outcomes via pupil progress meetings.</p>	<p>Key Stage 1 73% of NPP learners are currently on track to meet ARE in writing compared to 59% of their PP peers. This is in line with the projected planned target. The 2017 national average for NPP was 72% demonstrating that a 13% gap remains between PP and NPP. The % of PP learners achieving ARE has increased from 47% to 59% and the gap against NPP</p>
<p>B</p>	<p>Staff Lead = DHT (CC)</p> <ul style="list-style-type: none"> • <u>HIGH ATTAINING PP CHILDREN</u> • % of PP children to achieve at greater depth: • Y2 • R 22% • W 16% • M 32% 	<ol style="list-style-type: none"> 1. CPD on differentiation, agile teaching, planning for targeted questions for all teachers to help them improve stretch/challenge for all including the most-able in lessons. 	<p>High attaining PP children do not achieve as well as their peers and others nationally.</p>	<p>TOT monitoring cycle</p>	<p>Key stage 1 Reading PP - on track for 20% of PP learners to achieve greater depth against 28% nationally. Gap - 8% closing from -16%</p> <p>Writing PP - on track for 15%% of PP learners to achieve greater depth closing the gap with national other to -3% from -16%</p> <p>Maths PP - on track for 26% of PP learners to achieve greater depth closing the gap with national other to positive 3% from -17%</p>

<p>B</p>	<p>Staff Lead = DSL (SA)</p> <ul style="list-style-type: none"> <u>PUPIL PREMIUM PLUS CHILDREN</u> Ensure all PP+ children make good progress from their starting points. 	<ol style="list-style-type: none"> LAC children to have half termly LAC/PEP reviews Post-LAC children to have their action plans reviewed every half term and achievement monitored and evaluated. Thrive programme introduced to address development gaps as appropriate. 	<p>Research and data shows that PP+ children need additional support to help them do as well as their peers.</p>	<p>Progress and attainment to be closely tracked through individual plans</p>	<p>Attendance exceeds the school target for all LAC children who are not a recent transfer into LAC status*</p> <p>Excluding recent LAC, all pupils working with ARE and making good or better progress from starting points. significant emotional support in place via Thrive where needed.</p> <p>Please see LAC lead for details of individual cases as not to share details within this document which could identify any individual within the group.</p>
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Strengthen the quality of teaching and learning

<p>C</p>	<p>Staff Lead = DHTs (AHA/CC)</p> <ul style="list-style-type: none"> Ensure all teachers and teaching assistants have high expectations about the progress and attainment of PP children, so they stretch and challenge them appropriately through quality first teaching. Refine marking and feedback processes so that workload is reviewed so that planning for learning and feedback strongly impacts attainment and progress of pupil premium children. 	<ol style="list-style-type: none"> Identify your PP and HA PP children on seating plans, closely track their progress - build discussions regarding PP learners into TOT time model and link to appraisal Identified support assistants to undertake external CPD regarding ways to support the needs of PP children in Literacy/Numeracy (NCETM/RWI) Do gap analysis on a regular basis to identify and address gaps in their learning. Target PP students with planned questions each lesson. Prioritise PP for booster classes, interventions and parent workshops Strip back the school's marking and feedback policy so that teachers have time to plan effectively. Feedback - time built in to discuss learners' work in detail during 'learning conferences.' Introduce a 6 weekly review cycle of teaching and learning for all teachers, aligning CPD against 	<p>Pupil premium children need to make rapid progress from their baseline starting points to ensure PP outcomes in all core subjects are significantly improved by July 2019.</p>	<p>TOT review cycle for all year groups to include work scrutinies, lesson observations & staff voice and pupil voice</p> <p>Performance management targets linked to PP/SEND outcomes.</p> <p>Data review including pupil progress meetings</p> <p>CPD aligned to improving learning and regular staff</p>	<p>78% of teaching is working within good against the school's expected standard this term. 19% of teaching is on track to demonstrate practice to share wider - This is a significant improvement and affords a stronger platform to positively impact on progress of PP learners</p> <p>PP learners can talk about their targets and next steps. Pupils provided positive feedback on learning conferences and like this as a mechanism for individual feedback.</p>
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		<p>expected teaching profile and delivering personalised coaching plans where the expected standard has not been met.</p> <p>8. Complete 6 weekly year group reviews of the quality of teaching and learning - producing a year group specific action plan for improving provision including the impact on PP learners</p> <p>9. Plan the school's CPD calendar so that it is aligned to impact on learning - Ensure that staff move away from three part lessons and plan for the needs of learners within and across lessons.</p> <p>10. Set-up a trust action research group to explore strategies through the Education Endowment Fund to support PP learners - enlist all NQTs to take part as part of their induction year.</p>			
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Bridge gaps in Early Literacy skills, including working memory, conceptual understanding and vocabulary.

D	<p>Staff lead = DHT (CC)</p> <ul style="list-style-type: none"> Identify and close specific literacy skill gaps with individuals and vulnerable groups, assessing, tracking and quantifying the process of closing the gap. Identify speech, language and other developmental needs as soon as possible and to embed specific skill-based intervention into practice and 	<ol style="list-style-type: none"> Train all Year 1 staff on Launch Pad to Literacy. Enhance practitioner diagnostic capability through developing understanding of the preconditions a child needs to have achieved in order to achieve a skill step and the next steps following achievement. Utilise Launch Pad to Literacy diagnostic tools in order to identify learner's individual areas of success and difficulty. Provide Intervention to target specific skills gaps for pupils to pre-empt and prevent difficulties. Ensure language enrichment plans permeate each area of the classroom to 	<p>Research shows children who enter school with poorly developed speech and language are at high risk of literacy difficulties and educational underachievement. The core of language acquisition occurs between 1 to 4 years with children acquiring much of the necessary basic phonology, syntax, and vocabulary during this time. The rate of vocabulary acquisition at age 3 also has been shown to predict vocabulary knowledge, language development, and reading comprehension at</p>	<p>Launch Pad tool measures impact of progress and attainment within key strands for all PP learners</p>	<p>May Update: 100% of the PP Learners tracked, have made progress. 12.5% have made 1 step of progress, 50% have made 2 steps of progress and 37.5% have made 3 steps of progress towards their end of Year 1 targets.</p>
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	<p>'Quality First Teaching.'</p> <ul style="list-style-type: none"> Develop diagnostic capability, establishing reasons and solutions to underpin informed interventions when literacy acquisition is problematic. 	<p>facilitate practitioner-child interaction with specific reference to PP learners.</p>	<p>ages 9 to 10 years. (Snowling et al).</p>		
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Support emotional regulation and resilience.

<p>E</p>	<p>Staff lead = AHOS (KT/CH)</p> <ul style="list-style-type: none"> Improve pupils' self-esteem and emotional resilience. Support learners to regulate own behaviours. Support learners to develop skills for life including independence, problem solving and perseverance. Improve Behaviour for learning - The number of red and red flags for disruption in lessons will be no more than 10% of the total for PP pupils. 	<ol style="list-style-type: none"> Review and update the behaviour policy. Half Termly wellbeing meetings to monitor behaviour records, identify vulnerable pupils and create a personalised behaviour plan to support them. Thrive training for staff and Thrive room set up. Thrive will assess and support the emotional and social development of our vulnerable children. Whole school approach to addressing children's development gaps. Half termly meetings with SENDCO/ AHOS and Class teachers to ensure the needs of individuals are being met. Ensure learning environments are natural and free from over-stimulation. Ensure environments promote independence and problem solving, supporting learners to take measured risks. Offer weekly Thrive family workshops to parents of PP learners. 	<p>The Thrive Approach is grounded in the current scientific developments in neuroscience. In particular, scientists have discovered that the neural pathways of the brain and wider nervous system are relatively unformed at birth, undergoing much of their development during the first three years of life in response to relational experiences with primary care-givers. A key development during this period is the establishment of the body's stress-response system. This lays the foundation for our social and emotional development throughout life, affecting our capacity to relate, love, learn and manage stress in healthy ways. However, research has also revealed the inherent 'plasticity' of the brain – its capacity to forge new neural connections in response to experience. The fact that the brain retains this property to a greater or lesser degree throughout life means</p>	<p>CPOMs Data analysis.</p> <p>Thrive Plan assessment and monitoring.</p> <p>Learning Walks</p>	<p>The number of behaviour incidents at break times has fallen significantly and the number of PP children receiving behaviour incidents at breaks is less than their NPP peers. Of the total number of break/lunch incidents logged were 41% were PP and 59% were NPP. This will show a fall in incidents from Autumn 2 to Spring 1 for PP children. PP children who have been identified as continuing to struggle on the yard have been targeted to attend structured lunch/break play sessions to develop social skills.</p> <p>Behaviour in lessons is improving for PP learners with the total number of Red Flags issued only 31% were for PP learners and 69% were issued for NPP learners. In Autumn 2, PP children received 30% less Amber warnings than in Autumn 1.</p> <p>Of PP children receiving Ambers 72% are PP Boys. Of PP children receiving Reds 69% are PP Boys. PP girls Ambers have fallen by 20% and Reds have also decreased by 10%. Some of the PP children (mostly boys)</p>
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		<p>8. Explore and implement OPAL provision to afford effective opportunities to address developmental gaps in learning.</p> <p>9. Develop OPAL medium term curriculum plans to support pre learning, provide opportunities to apply learning and to revisit concepts.</p>	that where brain development has been less than optimal, it remains possible to intervene at a later stage to fill the gaps.		who have been identified as continuing to struggle in lessons have individual behaviour plans in place in addition to individual Thrive plans and intervention. Family support worker in place for targeted support at home for PP families.
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Develop language acquisition and Oracy

F	<p>Staff lead = DHT (CC)</p> <ul style="list-style-type: none"> Identify speech, language and other developmental needs as soon as possible and to embed specific Oracy skill-based intervention into 'Quality First teaching.' Develop diagnostic capability, establishing barriers to learning and solutions to underpin informed intervention when language acquisition is problematic. Develop Oracy framework to ensure high priority of building on communication skills from EYFS 	<p>1. Continue to employ 2 speech and language assistants to work with children in KS1 in order to deliver NHS speech and language plans effectively.</p> <p>2. Review impact of Talk Boost interventions for PP learners.</p> <p>3. Provide Launch Pad and ELKLAN training for all KS1 teaching assistants to improve communication skills knowledge and confidence.</p> <p>4. Build KSU Curriculum portfolios with language enrichments plans, basic skill focus and Oracy framework.</p>	Research shows children who enter school with poorly developed speech and language are at high risk of literacy difficulties and educational underachievement. The core of language acquisition occurs between 1 to 4 years with children acquiring much of the necessary basic phonology, syntax, and vocabulary during this time. The rate of vocabulary acquisition at age 3 also has been shown to predict vocabulary knowledge, language development, and reading comprehension at ages 9 to 10 years. (Snowling et al).	<p>3 Development days with external consultant to support DHT/ EYFS Lead in the embedded Launch Pad to Literacy strategies and systems.</p> <p>Review of interventions ensure impact for PP learners is carefully evaluated and shapes future intervention.</p>	<p><u>May 2019</u> <u>Year 1</u> 2 children have completed NHS SALT plans and are now discharged.</p> <p><u>Launch Pad Tool</u> 100% of the children have made progress. 12.5% have made 1 step of progress, 50% have made 2 steps of progress and 37.5% have made 3 steps of progress towards their end of Year 1 targets.</p>
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	and throughout KS1/2.				
Other approaches to raise the attainment and progress of pupil premium children.					
	<p>ENGAGING PARENTS</p> <p>At least 50% of parents of PP pupils will engage with each activity.</p> <p>Staff lead = CHA/KT AHOS</p>	<ol style="list-style-type: none"> 1. Maths, reading and writing workshops to show parents how to support home learning effectively. Personal invitations for hard to reach parents. Free learning resources provided to use at home. 2. "Stay and Learn" sessions for parents of Nursery, Reception and Year 1 children. 3. Thrive parenting workshops. Personal invitations for hard to reach parents. 4. Parents' evenings (flexibility to meet with parents at convenient times). 5. Monthly attendance meetings for children not meeting school target 6. Full time family support worker 7. Establish a family support centre April, 2019. Working with Children North East and charities such as Bridges to deliver parenting classes, mental health project, maths and literacy courses for parents. <p>Ongoing development, due to open, Sept, 2019</p>	<p>Increased parental support will lead to better progress and higher attainment.</p>	<p>Frequency that parents/carers hear their children read evidenced in homework diaries. Records kept of parents' events</p>	<p>For December 2018 Thrive parenting workshops, parent invites were targeted for hard to reach parents. This session was designed to work with parents and children together on building their relationships, managing behaviour and managing emotions through a range of themed activities. 65% of parents that attended were PP. Parents really engaged with sessions and feedback was positive. Further sessions will run in Spring term.</p> <p>In January 2019 Thrive hosted a parents evening for parents to attend to find out more about the Thrive approach and developing consistency in behaviour management at home. 57% of attendees at this evening were PP. Further sessions planned for Spring term following positive feedback and interest from PP parents that were unable to attend this session.</p>
	<p>MAKE LEARNING EXCITING AND REMOVE FINANCIAL BARRIERS</p> <p>Staff lead = Head of School (LH)</p>	<ol style="list-style-type: none"> 1. The school will continue to pay for or subsidise enrichment activities, educational visits and residentials as appropriate 2. The school will continue to pay for uniform and stationery for learners as needed 	<p>Many of our PP children have low aspirations.</p>	<p>Track enrichment activities.</p> <p>Pupil voice surveys in November and July to see if aspirations have been raised.</p>	<p><u>February 2019</u> Financial barriers to learning are being removed.</p>

		<ol style="list-style-type: none">3. The school will continue to pay for breakfast club for PP learners4. Music tuition5. Beach school provided as part of Thrive plans			
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