

## Central Primary School:2017-2019 Key Stage 2

### Pupil Premium Strategy and Self-Evaluation:

1. Summary information for 2018-2019						
<b>Total number of pupils</b>	Year 3 = 50 of 94 Year 4 = 51 of 88 Year 5 = 46 of 83 Year 6 = 64 of 104	<b>Number of pupils eligible for pupil premium funding</b>	<b>Total Number = 416 (47% of total on roll)</b> <b>FSM &amp; Ever 6 = 408</b> <b>Service children = 0</b> <b>Pupil Premium Plus = 8</b>			
<b>Total pupil premium budget:</b>	Year 3 = 66,000 Year 4 = 67,320 Year 5 = 60,720 Year 6 = 84,480	<b>Amount per pupil:</b> 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						
End of Key Stage 2 (Year 6) attainment, progress KS1 to KS2 and attendance data						
NOA = national averages for pupils not eligible for PP    Not PP    PP    Within school gap    NAO 2018    compared to NAO						
	<b>School All</b>	<b>Pupils not eligible for PPF</b>	<b>Pupils eligible for PPF</b>	<b>In sch. gap</b>	<b>2018 Nat. av. NPP</b>	<b>Attainment gap when compared to national others</b>
<b>Total = 88 in cohort    53 PP    35 non-PP</b>						
% reaching expected standard in Rd/Wr/Ma	NA 2018=64%, School=34%	41%	29%	-12%	70%	- 41%
% reaching a high score/working at GD in RWM	NA=10% School=0%	0%	0%	---	12%	- 12%
% reaching expected standard in reading	NA 2018=75% School=48%	51%	45%	-6%	80%	- 35%
% reaching a high score/working at GD in rd	NA 2018=28%School= 7%	5%	8%	+3%	33%	- 25%
<b>Progress scores</b>	<b>School -6.14</b>	<b>-6.58</b>	<b>-5.84</b>	<b>+0.74</b>	<b>+0.31</b>	<b>- 6.15</b>

% reaching expected standard in writing	NA 2018=78% School=59%	59%	59%	No gap	83%	- 24%
% reaching a high score/working at GD in writing	NA=20% School= 7%	11%	4%	-7%	24%	- 20%
Progress scores	School -4.35	-5.13	-3.81	+1.32	+0.24	- 4.05
% reaching expected standard in maths	NA 2018=76% School =49%	57%	43%	-14%	81%	- 38%
% reaching a high score/working at GD in ma	NA 2018=24%, School= 1%	0%	2%	+2%	28%	- 26%
Progress scores	School -6.16	-6.51	-5.93	+0.58	+0.31	- 6.24
% reaching expected standard in SPAG	NA 2018=78%, School = 56%	65%	49%	- 16%	82%	- 33% -
% reaching a high score/working at GD in GP&S N	A 2018=34% Sch=11%	16%	8%	- 16%	39%	- 31%

### 3. Key indicators for 2018-2019 Current attainment and progress:

Year 6 103 in cohort 64 PP 39 non-PP	Pupils not eligible for PPF	Pupils eligible for PPF	In school gap	2018 national averages for pupils not eligible for PP	Attainment gap when compared to national others
% achieving expected standard or above in reading, writing & maths combined Target: All 53%	41%	39%	NA	70%	-39%
% achieving a high score/working at greater depth in reading, writing & maths Target: All 11%	7%	0%	-7%	12%	-12%
% achieving expected standard or above in reading. target PP = 55% NPP = 67% All reading 53% with target of 60%	56%	50%	-6%	80%	-30% Closed by 5%

<b>% achieving a high score/working at greater depth in reading</b> <b>target PP = 15% NPP = 28%</b>	13%	14%	+1%	33%	-19% Closed by 6%
<b>% achieving expected standard or above in writing</b> <b>All: 58% target PP = 51% NPP = 62%</b>	62%	51%	-11%	83%	-32% Gap increased by 8%
<b>% achieving a high score/working at greater depth in writing</b> <b>target PP = 6% NPP = 3%</b>	8%	8%	NA	24%	-16% Closed by 4%
<b>% achieving expected standard or above in maths</b> <b>Target all 60% target PP = 62% NPP = 61%</b>	46%	55%	+9%	81%	26% Closed by 12%
<b>% achieving a high score/working at greater depth in maths</b> <b>All: 11% target PP = 7% NPP = 14%</b>	13%	3%	-10%	28%	-25% Closed by 1%

<b>4. Barriers to future attainment for pupil eligible for pupil premium funding in 2018-2019</b>	
<b>A</b>	Absence rates of some pupil premium children.
<b>B</b>	Some of our pupil premium children experience emotional difficulties and low self-esteem, and difficulties with self-regulation which can be barriers to learning. Children are not always resilient to set backs and some can struggle to work independently.
<b>C</b>	The need to further improve the quality of teaching, learning and the curriculum offer so that gaps in children's knowledge, skills and understanding are addressed.
<b>D</b>	Raise the aspirations of PP learners through exposure to high quality engagement with employers and direct careers education

**5. Planned expenditure 2018-2019 – KS2**

Intended outcomes	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact so far
<b>High absence rates of some pupil premium children.</b>				
<p><b>A</b></p> <p><b>ATTENDANCE</b>                      The attendance rate of pupil premium children to improve from 94% to 96%.</p> <p>The persistent absence rate of pupil premium pupils to reduce from 20% to 10% by July 2019.</p> <p>Staff Lead= Head of School (LH) &amp; Attendance Team</p>	<ol style="list-style-type: none"> <li>1. Appoint a PT attendance family support worker to complete outreach visits to PP families</li> <li>2. Attendance rewards reviewed - pupil voice led by student senior leadership team. Sponsorship sought for incentives such as a draw for a holiday etc to support PP families</li> <li>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.</li> <li>4. All letter 2 families visited by attendance officer</li> <li>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.</li> <li>6. All children with 100% attendance each week will be placed in a draw for the golden ticket to win a free</li> </ol>	<p>Some PP children have high absence rates which is affecting their progress and attainment.</p>	<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, Attendance Officer &amp; Family Support Worker</p> <p>Monthly monitoring and meetings with parents - improvement rate tracked by home visits .</p>	<p>February Update</p> <p>PP attendance rate =94.22%                      Non-PP attendance rate =96.11%  <b>In school gap=-1.89%</b>                      PP persistent absence rate =14.79%                      Non-PP PA rate =7.05%  <b>In school gap =PP PA is 7.74% higher</b></p> <p><b>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.</b></p>

		<p>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>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>			
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**Targeted support for pupil premium children.**

<p><b>B</b></p>	<p><b>MATHS</b>  <u>End of KS2</u>  <b>65% of pupil premium children to achieve expected standard.</b></p> <p><b>DHT/KS2 Maths Leader (AH)</b></p>	<ul style="list-style-type: none"> <li>• Re-write KS2 scheme of work to ensure effective stretch and challenge for all abilities based on ASP/Raise data (specific focus on PP outcomes)</li> <li>• 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.</li> <li>• Resources packs sent home to provided resources to support at home. This included whiteboard, timers etc.</li> <li>• Liz Bailey (maths consultant) to spend 3 days providing INSET for teachers/TAs to improve their subject knowledge and teaching skills.</li> <li>• Parent support leaflets developed with identified areas of the numeracy curriculum in which parents would be able to easily support at home.</li> <li>• PP books to undertake detailed moderation with external partnership schools.</li> <li>• Y6 SATs after school revision classes targeted at PP children. Teacher take a proactive stance in contacting parents for those children who did not return reply slip.</li> <li>• Breaktime, lunchtime and after school numeracy clubs (Rockstars)</li> <li>• Targeted Maths workshops for parents on how to support their children's maths homework.</li> </ul>	<p>Pupil premium maths outcomes are too low at KS2 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 &amp; challenge for all abilities.</p>	<p><b>Key Stage 2</b>  46% of NPP learners are on track to meet ARE in mathematics compared to 55% of their PP peers. This is broadly in line with projected targets. 13% of NPP learners are on track to meet GDS in mathematics compared to 3% of their PP peers. This is slightly below projected targets for PP learners.</p>
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		<p>This has included homework drop-in sessions in KS2 for those children who may not have support at home or for those parents who would like to find out methods etc used in school.</p> <ul style="list-style-type: none"> <li>Identified PP pupils in Y6 are having 1:1 intervention through Third Space. Each pupil is assessed and given an individual tuition for 1 hour a week over the internet for 10 weeks.</li> <li>KS2 - PP children's targets mapped against attendance, Subject leader has been proactive in working with attendance coordinator to address concerns. This has included sending personalised postcards noting the impact poor attendance on assessment outcomes.</li> <li>KS2 - Rapid interventions delivered by support staff (priority given to PP children) All support staff delivering this training have undertaken the NCETM TA Subject knowledge training.</li> </ul>			
<p><b>B</b></p>	<p><b>READING</b>  <u>End of KS2</u>  <b>64% of pupil premium children to achieve expected standard.</b>   <b>KS2 Literacy leader (EP)</b></p>	<ul style="list-style-type: none"> <li>Training - link Literacy with Theme and how to expose children to relevant class texts linked to Theme, giving children a context for learning.</li> <li>Member of teaching staff to target PP children who do not</li> </ul>	<p>PP outcomes are too low at KS2 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><b>Key Stage 2</b>  56% of NPP learners are currently on track to meet ARE in reading compared to 50% of their PP peers. This is broadly in line with the projected planned target.</p>

		<p>read regularly at home. Children will have the opportunity to read to an adult three times a week.</p> <ul style="list-style-type: none"> <li>• Children’s vocabulary is significantly improved due to links between Literacy and Theme. Children understand the context behind words and are able to use these in independent work.</li> <li>• Teachers complete ‘Barriers to learning’ forms for all PP children and plan to address any gaps in learning.</li> <li>• CPD to be delivered to staff in KS2 on how to deliver the content domain of inference. Teacher’s planning to be revised to meet the needs of PP.</li> <li>• PP children in KS2 are offered additional time to change their reading book in the library alongside a member of staff.</li> <li>• KS2 children complete the Salford Reading test, allowing teachers to plan for PP based on their reading age.</li> <li>• KS2 children are taught a ‘Word of the week’. PP children have access to thesauruses to find synonyms allowing them to expand their vocabulary. and understand words in context.</li> <li>• KS2 children who did not pass the KS1 Phonics test receive Read Write Inc intervention allowing the gap to close between PP and NPP.</li> <li>• Year 6 receive targeted intervention based on gap</li> </ul>			<p>13% of NPP learners are on track to meet GDS in reading compared to 14% of their PP peers. This is in line with projected targets for PP learners.</p>
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		<p>analysis of test results. Priority is given to PP children.</p> <ul style="list-style-type: none"><li>• Gap analysis of termly tests allow teachers to plan specifically for PP children.</li><li>• Staff ensure KS2 PP children are exposed to a wide range of texts through twice weekly 'Drop everything and read' sessions.</li><li>• KS2 children complete weekly reading comprehensions linked to Theme allowing teachers to assess memory of PP children and address gaps in learning.</li><li>• 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.</li><li>• Parent volunteers to hear KS2 PP children read three times a week.</li><li>• Male PE staff target PP boys who are reluctant readers and hear them read three times a week</li><li>• Morning registration activities target PP learners</li><li>• Parents of KS2 PP children receive questions to ask children when reading with them at home.</li><li>• Book club offered in Pathways with priority to PP children, ensuring they are exposed to a variety of texts.</li><li>• KS2 PP children are exposed to age appropriate Oxford Reading Tree reading books in line with their interests.</li></ul>			
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		<ul style="list-style-type: none"> <li>• Build Curriculum portfolios to incorporate language rich environment plans and Launch Pad to Literacy.</li> </ul>			
<b>B</b>	<p><b>WRITING</b> <b>End of KS2</b> <b>57% of pupil premium children to achieve expected standard.</b></p> <p><b>KS2 Literacy leader (EP)</b></p>	<ul style="list-style-type: none"> <li>• Internal and external moderation of PP books across KS2 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.</li> <li>• Links between Theme and Literacy allow children to retain information. Daily memory games will be distributed across KS2 for PP children, allowing teachers to plan accordingly.</li> <li>• A weekly homework club is available for KS2 PP children who are unable to complete work at home.</li> <li>• Parents of PP children have been invited to weekly drop in sessions for support with homework.</li> <li>• Termly spelling bees (spelling memory test) and termly SPAG tests allow KS2 teachers to plan accordingly for PP.</li> <li>• Targeted KS2 PP children are offered weekly handwriting intervention and homework.</li> <li>• Key Stage 2 pupils are given four weekly challenges which enable accelerated learning to take place.</li> <li>• Build Curriculum portfolios to incorporate language rich</li> </ul>	<p>PP outcomes are too low at KS2 and well below the national benchmarks.</p>		<p><b>Key Stage 2</b> 46% of NPP learners are currently on track to meet ARE in writing compared to 41% of their PP peers. 8% of NPP learners are on track to meet GDS in writing compared to 8% of their PP peers. This is in line with projected targets for PP learners.</p>

		environment plans and Launch Pad to Literacy.			
	<p><b>HIGH ATTAINING PP CHILDREN</b> % of PP children to achieve at greater depth:- Y6 R 16% W 6% M 6%</p> <p>AHA/EP</p>	<p>CPD on differentiation, agile teaching, planning for targeted questions for for all teachers to help them improve stretch/challenge for all including the most able in lessons.</p>	<p>High attaining PP children do not achieve as well as their peers and others nationally.</p>	<p>TOT monitoring cycle</p>	<p><b>Key Stage 2 Maths</b> 13% of NPP learners are on track to meet GDS in mathematics compared to 3% of their PP peers. This is slightly below projected targets for PP learners.</p> <p><b>Reading</b> 13% of NPP learners are on track to meet GDS in reading compared to 14% of their PP peers. This is in line with projected targets for PP learners.</p> <p><b>Writing</b> 13% of NPP learners are on track to meet GDS in writing compared to 8% of their PP peers. This is slightly above projected targets for PP learners.</p>
	<p><b>PUPIL PREMIUM PLUS CHILDREN</b> SA</p> <p>Ensure all PP+ children make good progress from their starting points.</p>	<ol style="list-style-type: none"> <li>LAC children to have half termly LAC/PEP reviews</li> <li>Post-LAC children to have their action plans reviewed every half term and achievement monitored and evaluated.</li> </ol>	<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* 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> <ul style="list-style-type: none"> <li>Please see LAC lead for details of individual cases as not to share</li> </ul>

		3. Thrive programme introduced to address development gaps as appropriate.			details within this document which could identify any individual within the group.
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### Strengthen the quality of teaching and learning

<b>C</b>	<p><b>Staff Lead = AHA/CC</b></p> <p>1) 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 .</p> <p>2) Refine marking and feedback processes so that workload is reviewed so that planning for learning and feedback strongly impacts strongly on the attainment and progress of pupil premium children.</p>	<ol style="list-style-type: none"> <li>1. 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</li> <li>2. Identified support assistants to undertake external CPD regarding ways to support the needs of PP children in Literacy/Numeracy (NCETM/RWI)</li> <li>3. Do gap analysis on a regular basis to identify and address gaps in their learning.</li> <li>4. Target PP students with planned questions each lesson.</li> <li>5. Prioritise PP for booster classes, interventions and parent workshops</li> <li>6. 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.'</li> <li>7. Introduce a 6 weekly review cycle of teaching and learning for all teachers, aligning CPD against expected teaching profile and delivering personalised coaching plans where the expected standard has not been met.</li> <li>8. Complete 6 weekly year group reviews of the quality of teaching and learning - producing a year</li> </ol>	<p>Pupil premium children need to make rapid progress from their baseline starting points to ensure PP outcomes in <b>all</b> core subjects are significantly improved by July 2019.</p>	<p>TOT review cycle for all year groups to include work scrutinies, lesson observations &amp; 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. Year 3 pupils were not keen on being given next steps and recognising their own successes without the teaching acknowledging their achievements</p>
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		<p>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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**Raise the aspirations of PP learners through exposure to high quality engagement with employers and direct careers education**

<b>D.</b>	<p><b><u>RAISE ASPIRATIONS OF PP LEARNERS</u></b> Staff Lead = AR/LH</p>	<ol style="list-style-type: none"> <li>1. Review and implement careers programme available to PP learners across the Primary school.</li> <li>2. Refocus the school's curriculum model to ensure clear links are made between curriculum learning and careers.</li> <li>3. Plan a cycle of encounters with employers, ensuring PP children have experiences of workplaces as well as encounters with further and higher education</li> <li>4. Gatsby career pilot project</li> </ol>	<p>Research suggests that good career guidance is critical if PP children are to raise their aspirations and capitalise on the opportunities available to them.</p>	<p>Track enrichment activities.</p> <p>Pupil voice surveys in November and July to see if aspirations have been raised.</p>	
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**Other approaches to raise the attainment and progress of pupil premium children.**

	<p><b><u>FURTHER IMPROVE BEHAVIOUR FOR LEARNING</u></b> The number of red and red flags for disruption in lessons will be no more than 10% of the total for PP pupils.  CHA/KT - AHOS</p>	<ol style="list-style-type: none"> <li>1. Review and update the behaviour policy,</li> <li>2. New lunchtime behaviour policy to reduce the number of behaviour incidents at lunchtimes.</li> <li>3. Half termly wellbeing meetings to monitor behaviour records, identify vulnerable pupils and create a</li> </ol>	<p>Pupils behaviour is improving but is not yet of a high enough standard to support their learning well.</p>	<p>Learning walks</p> <p>CPOMS</p> <p>Data Analysis</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</p>
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		<p>personalised behaviour plan to support them.</p> <p>4. 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</p> <p>5. Explore and implement OPAL playground provision to afford effective opportunities to address developmental gaps in learning through lunch and break provision</p>			<p>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) 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.</p>
	<b><u>ENGAGING PARENTS</u></b>	<p>1. Maths, reading and writing workshops to show parents how to support home learning effectively. Personal invitations for hard to</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</p>	<p>In January 2019, a targeted Maths workshop took place to give parents the opportunity to develop their skills in supporting children with Maths at home. Of</p>

<p>At least 50% of parents of PP pupils will engage with each activity.</p> <p><b>Staff lead = CHA/KT Asst Heads of School</b></p>	<p>reach parents. Free learning resources provided to use at home.</p> <ol style="list-style-type: none"> <li>2. "Stay and Learn" sessions for parents of Nursery, Reception and Year 1 children.</li> <li>3. Thrive parenting workshops. Personal invitations for hard to reach parents.</li> <li>4. Parents' evenings (flexibility to meet with parents at convenient times).</li> <li>5. Monthly attendance meetings for children not meeting school target</li> <li>6. Full time family support worker</li> <li>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.</li> </ol>		<p>diaries. Records kept of parents' events</p>	<p>the PP parents invited 100% attended - this was all target PP children in year 6. Further sessions are planned to PP families.</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><b><u>MAKE LEARNING EXCITING AND REMOVE FINANCIAL BARRIERS</u></b></p> <p><b>Staff lead = Head of School (LH)</b></p>	<ol style="list-style-type: none"> <li>1. The school will continue to pay for or subsidise enrichment activities, educational visits and residentials as appropriate</li> <li>2. The school will continue to pay for uniform and stationery for learners as needed</li> <li>3. The school will continue to pay for breakfast club for PP learners</li> <li>4. Music tuition</li> </ol>	<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>

		5. Beach school provided as part of Thrive plans .			
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