

Pupil premium strategy statement

The pupil premium is additional money which is given to state schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Contextual Information

Within Market Harborough CE Academy, the nature of disadvantage and vulnerability is a complex picture. Pupils who are in receipt of pupil premium funding [PPF] make up 16% of the whole school population. Of the 61 children who are in receipt of PPF, 28% [17 children] are on the SEN register. PPF children represent 40% of our SEN register. The attendance of our PPF children is 90.68% compared with 95.06% for the whole school. These figures include attendance percentages for children with a traveller heritage. Our school catchment area covers the town of Market Harborough and we do have some children who come from towns and villages outside of this area. Our school deprivation index is 0.14 which is lower than national. However, within this figure, approximately 10% of our cohort are some of the most deprived children in the country, whereas approximately 38% of children are some of the least deprived in the country. This demonstrates the range of need within our school context.

Why do we spend the money the way we do?

As a school we have been analysing the various significant factors which can impact on an individual child's outcomes through discussion with parents, governors children and staff.

Our Governor monitoring/discussions last year showed that:

- Intensive intervention by a teacher to support a group of lower attaining pupils was a successful strategy and was having a positive impact on outcomes, including learning behaviours and self-confidence
- Within this group, the intensive focus on reading had resulted in many children making rapid progress through the reading book bands in a 6-month period
- The school now had more accurate assessment systems in place. This had supported with early identification of SEN and had also resulted in an improvement in interventions in place for specific children
- The school needed to continue to look carefully at intervention outcomes [in all forms] and ensure that impact can be measured through a range of data.
- The school needs to build on the successes of this year and continue to find opportunities to support our higher attaining disadvantaged pupils, to ensure they attain the best possible outcomes as they leave the school.

Our discussions/feedback from parents suggests:

Many parents are happy with the support that is being offered to their child in school, especially if they have been chosen for intensive intervention with a teacher. They feel it has helped with their child's confidence and willingness to come to school.

Parents have valued the opportunity to talk with the school SENCOs formally and to be more involved in finding out ways to support at home.

Specific parents have liked opportunity to talk with our school Pastoral leader, and felt that having someone to talk to and offer support has been really helpful for them.

It is clear that the factors that make our PPF children vulnerable, also apply to other children in school who may not be in receipt of this funding. So although we do target PPF for specific resources and activities for individual pupils who qualify, we also use the funds to expand whole school provision and interventions for all our vulnerable learners.

Factors which we feel, in our school, affect the achievement of our disadvantaged children [and other vulnerable learners]

- Attendance
- Early opportunities for learning especially vocabulary and oracy development
- Learning Behaviours
- Emotional health and wellbeing
- Additional educational needs which affect progress and attainment
- Parental experience of education and involvement in their own child's education

Summary Information about the School					
School	Market Harborough CE Academy				
Academic Year	2018-19	Total PP budget	£79,000	Date of most recent Governor review meeting	July 18
Total number of pupils	400	Number of pupils eligible for PP/Ever 6	61	Date for next internal review of this strategy	July 2019

Our aim is to close the attainment gap between those children who receive PPF and those who don't. The tables below show how we are doing so far.

Current attainment at the end of July 2018						
	Pupils eligible for PPF at MHCE			Pupils not eligible for PPF at MHCE		
	Reading	Writing	Maths	Reading	Writing	Maths
% achieving expected or above in reading, writing and maths at KS1 [5 children]	20%	20%	0%	80%	74%	83%
% achieving expected or above in reading, writing and maths KS2 [8 children]	75%	75%	63%	75%	79%	79%

Key Stage 2 Outcomes														
	Pupil Premium Children				Other Pupils									
	MHCE children at expected standard+				National	MHCE				National				
	Com	R	W	M	Com	Com	R	W	M	Com	R	W	M	
2017	29%	43%	29%	43%	48%	63%	86%	78%	73%	67%	77%	81%	80%	
2018	63%	75%	75%	63%	51%	66%	75%	78%	79%	67%	77%	81%	80%	
Change from 2017-18	+34%	+32%	+46%	+20%		+3%	-11%	0	+6%					

This data shows an upward trend for outcomes for our disadvantaged children over the last two years. Academic progress was excellent for this group of children in July 2018 and reflects the impact of the strategies being used in school over the past 18 months.

What do we think is stopping our disadvantaged children from achieving more in our school?

Barriers in our school	
A.	Although assessment generally is good, specific assessment of those children who are making slow progress is less effective and really needs to pinpoint the 'gap' in learning through specialist assessments, where possible.
B.	Interventions being too wide ranging, not targeted efficiently with clearly defined entry and exit points to ensure they are having the required impact. Systems needing to be more streamlined and responsive.
C.	Developing effective quality first teaching [within the context of a mastery approach to learning] for those children working significantly below year group expectations.
D.	Emotional barriers faced by some children which means they are not always 'learning ready' in school.
Barriers outside of our school	
E.	Low starting points on school entry for some disadvantaged children compared with the 'other' groups e.g. smaller vocabulary, less exposure to print and broader enrichment experiences.
F.	Lower levels of home support and engagement with school during the primary years.
G.	Low levels of attendance for some children.
What do we want to achieve this year?	

	Objective	Success criteria
A.	In line with our current data, to continue to close the gap between disadvantaged children and others and accelerate the progress of this group.	PP children in EYFS, KS1 and KS2 make rapid progress, so that all PP pupils with no other barriers meet age related expectations.
B.	To purchase robust assessment systems to support early identification of children of concern relating to areas of speech and language and cognition.	School wide, specialist assessment purchased and used. Outcomes used to inform next step planning.
C.	To develop a 'child first' model in developing provision for vulnerable learners and to use this information to inform planning and interventions across the school. Intervention to be impact driven with clear entry and exit criteria.	Interventions all planned from 'knowledge of child'. Interventions are all high quality and impact driven. Interventions reviewed at end of each term. Clear cycle of assess, plan, do and review in place.
D.	All children working outside of year group expectations have their needs successfully met through quality first teaching.	Disadvantaged children make good progress from starting points including those facing a range of barriers e.g. 1Y to 2G. Monitoring shows effective teaching strategies in the classroom.
E.	To ensure higher attaining disadvantaged children make the best possible progress.	Targeted disadvantaged children achieve GDS and/or make progress above the national average at the end of KS1 and KS2.
F.	To ensure opportunities to develop oracy, vocabulary and early reading through: <ul style="list-style-type: none"> • Embedding of storytelling approach in EYFS and KS1 • Introducing a structured approach to 'Book Talk' across EYFS and KS1 • Appointment of a reading champion to develop initiative reading models across the school • Purchasing of a new reading scheme in line with the school phonic scheme in EYFS and KS1 Additional time and support to be given to those children identified as requiring it.	PP children in EYFS and KS1 make rapid progress, so that all PP pupils with no other barriers meet age related expectations at the end of EYFS, KS1 and KS2. All disadvantaged children make good progress from Baseline to end of EYFS, EYFS to end of KS1 and KS1 to end of KS2. Where disadvantaged children are working at a low level of attainment, that acceleration is seen in reading e.g. 1Y to 2G. Soft data shows an impact of the practice in school.
G.	To 'measure' wellbeing of all children in school in order to establish vulnerabilities. To deliver targeted sessions at specific children using the principles of Nurture Therapy and other identified interventions.	Soft data indicates that children have made good progress as a result of intervention and support.
H.	To offer our disadvantaged children opportunities for richer curriculum experiences [e.g. Extra-curricular support, payment for curriculum visits]. To provide Breakfast and After School provision as required.	High levels of PP involvement in broader curriculum experiences.
I.	To ensure the school is effectively reaching out to and involving parents/carers of our more vulnerable learners. To ensure the school is actively pursuing contact with these parents and providing support, where necessary.	Soft data shows key parents feel comfortable and supported at school. Parents are more involved in learning in and out of school and have ideas of how they can support more effectively.
J.	Attendance rates for disadvantaged pupils is accelerating towards the attendance rates for all other children.	The tracking of all children who are disadvantaged shows improved attendance compared with last year [unless there are particular reasons identified].

		Where attendance is a concern, it is clear that action is being taken to solve the problem.
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What are we going to do in Sept 2018 – July 2019 to ensure our disadvantaged learners make good progress?

Academic year **2018 – 19**

The overall aim is to close the attainment gap between PP children and others in our school and to accelerate the progress of the disadvantaged group.

Quality of teaching for all

What do we want to achieve?

All children working outside of year group expectations have their needs successfully met through quality first teaching.

What are our actions	Why are we doing this?	How will we check it is happening	Staff lead	Impact July 2019	Lessons learnt
<ul style="list-style-type: none"> Continue to develop AFL, especially for those children below ARE, to ensure learning is well matched in the classroom [no cost identified] Lesson Study with focus on Rosenshine Principles of Instruction to support 'red' children in whole class learning [500.00 cover costs] Coaching to focus on disadvantaged children in classroom teaching The development of retrieval practice to support effective learning [500.00 cover costs] LSA training on effective classroom support, avoiding sticking with a child [£200 training x 10 sessions= £2000 and £23,000 of LSA salaries which is 14% of total LSA class support cost] 	<p>To ensure quality first teaching is for all. Research suggests that high expectations for all is paramount in meeting the needs of all learners.</p>	<p>Pupil Progress meetings.</p> <p>Coaching / Lesson Study / Collaborative Learning.</p> <p>Learning Walks</p>	<p>SB EF</p> <p>Supported by SLT</p>	<p>July 18</p> <p>Across the school acceleration by low prior attainers in this group is happening. 23% in R, 26% in W and 22% in M. EYFS children also showing sig acceleration from starting points. Lesson Study has identified ways to support low prior attainers and this work will be continued next year. LSAs are working more closely with teachers to promote independence.</p>	<p>There was too many foci in this section. Coaching/ Lesson Study and embedding new ideas takes time.</p>

Total Cost = £26,000 [including LSA support]

What do we want to achieve?

To ensure higher attaining disadvantaged children make the best possible progress.

<ul style="list-style-type: none"> Identify target PPF children through PPM for acceleration [no cost] Support programmes to include: after school teaching sessions, target maths groups, target reading groups [As identified by interventions] To target children to run peer support programmes across the school [reading] 50.00 x 15 weeks = £750.00 	<p>We would like more of our disadvantaged children to achieve a higher standard at the end of KS2.</p>	<p>Pupil Progress Meetings.</p> <p>Phase Meetings which review progress of key children.</p>	<p>EF/ET</p>	<p>July 2019</p> <p>The numbers of prior high attaining PP are statistically insignificant as the numbers are so small. However, acceleration by prior middle attainers is strong. 32% in R, 26% in W and 36% in M. Outcomes at the end of KS2 also demonstrate strong progress by middle PP children. Percentage</p>	<p>PPM are proving an effective strategy for targeting PP children for GDS.</p>
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				who accelerated to GDS – 45% in R, 40% in W and 36% in M. This shows the impact of focus support in PPM, improved teaching, higher expectation and target interventions	
Total Cost = £750.00					
What do we want to achieve? To ensure early opportunities for developing oracy, vocabulary and early reading skills are embedded in curriculum.					
<ul style="list-style-type: none"> To embed the Storytelling Approach to literacy in EYFS and KS1 [no specific cost] To introduce the trialled structured approach to Book Talk across EYFS and KS1 [no specific cost] To purchase a new reading scheme in line with school phonic scheme in EYFS and KS1 [3,000] To enlist the support of an SLT to support with provision for children with low speech, language and communication skills on entry [1,000] To develop a school wide approach to Oracy through working with School 21 in London [training for two staff 1,000]. Lesson Study with focus on Vocabulary learning [35 weeks of Lesson Study, 3 members of staff out each week covered by LSAs = £1,050 cover costs] 	Children coming into EYFS and moving into KS1 are coming in as lower attainers and leaving each Key Stage as lower attainers. Disadvantaged children often have a significant vocabulary gap on entry to primary school.	Oracy programme to be planned in to support the development of language. Pupil Progress meetings and performance management. English lead/HT to monitor storytelling/reading. Lesson Study outcomes for vocabulary. SENCOs to monitor SALT provision.	ET/NL/EF/SENCOs	July 2019 4 children in EYFS. All made good progress from starting points. In R 100% made accelerated progress, in W and M 75% made accelerated progress. All achieved 2+ in R, 3 in W and 4 in M. This is as a result of the focus support of an LSA, embedding literacy approach and continued focus on reading and oracy in EYFS.	Reading Team was developed to deliver this initiative and proved really successful model. Once again, too many objectives which meant that not all ideas could be embedded.
Total Cost = £6,050					
What do we want to achieve? To put reading at the 'beating heart' of our school to ensure all children leave our school as competent, engaged readers.					
<ul style="list-style-type: none"> Appointment of 'reading champion' to develop a range of school initiative to support reading [no cost as linked to UPS project] 	High profile for reading across the school. Research shows reading is key to future success.	Line manage the reading champion and ensure there is a clear programme in place.		July 2019 Reading Team has developed reading through purchase of new materials, introducing individual reading, revising and	The Reading Team model was successful and is a

		Ensure clear success criteria linked to outcomes.		<p>sharing expectations of reading at school and at home.</p> <p>LSA in EYFS significant impact with 4/4 achieving 2 in reading and maths.</p> <p>This was not predicted at the start of the year.</p> <p>1 child did not achieve ARE and was significantly below at start of year.</p> <p>Reading progress by PP children 2018 and 2019 were strong - 2018 +5.34 and 2019 + 1.24.</p> <p>Attainment in Y6 was slightly disappointing. But progress and attainment further down in KS2 is stronger which shows the impact of strategies introduced.</p>	model to be used for other areas of development going forward.
<ul style="list-style-type: none"> To purchase a new reading scheme which links more closely to phonic scheme and supports early reading more effectively [3,000] 	As above, and to ensure that early phonic work is linked to reading and not seen as a separate activity.	Monitoring of phonics and reading in EYFS, Year 1 and 2.		As above.	Phonics outcomes for disadvantaged children mirror school improving trend.
Total Cost = £3,000					
				Total budgeted cost	£35,800

Targeted support					
What do we want to achieve? All interventions are streamlined to ensure that effective, impact driven support is offered and evaluation is robust to enable ineffective intervention to cease.					
What are our actions	Why are we doing this?	How will we check it is happening	Staff lead	Impact July 2019	Lessons Learnt July 19
<p>Using 'knowledge of the child' and 'assessment gaps' to ensure interventions are robust and effective.</p> <p>Devise a 'vulnerable pupil' tracker to be used to identify actions to be taken to accelerate the progress of lower attainers/children who have slipped. This will track soft as well as hard data. [no cost]</p>	<p>To ensure the school has clearly identified children who require additional support and are more precise about the type of support.</p> <p>To think more strategically about the sort of support on offer and ensure interventions are 'child centred' and evaluated for impact.</p> <p>'Don't keep doing what isn't working'</p> <p>To ensure the staff use a range of data to evaluate effectiveness.</p>	<p>PPM/Phase meetings to review progress and programmes.</p> <p>SEND Team to support with review of interventions.</p>	<p>ET/CR/SENCOs</p>	<p>July 2019</p> <p>Impact Trackers have been used effectively to support vulnerable learners. This approach has enabled staff to consider bespoke support and evaluate impact effectively. Evaluations show that the vast majority of children achieved at least 75% of their target and progress by individual can be seen.</p>	<p>An excellent system is being developed which, although time consuming, puts the focus on the child and allows a bespoke response</p>
<p>As a school, research and agree a specific number of interventions to support learning.</p> <p>Ensure the evaluation of these interventions are half termly and are robust.</p> <p>Entry and exit criteria are agreed. [2,000 agreed interventions development]</p> <p>[Cost for teachers/TAs to run interventions to be identified £8,000]</p>				<p>July 2019</p> <p>Interventions are now being measured more effectively for impact.</p> <p>Interventions which are not considered 'value for money' are being replaced.</p> <p>PIXL has been purchased which provides more bespoke intervention linked to gaps.</p> <p>In September, the use of PIXL will be rolled out to see what impact this will have. LSAs will be trained and Intervention leads identified to lead the programmes across the school.</p>	<p>The Impact Trackers have allowed for greater scrutiny of intervention in school.</p>

<p>To ensure training is in place and support processes to ensure effective delivery of interventions. LSA training 10 LSAs X 2 hours x 10 weeks =2,000</p>	<p>To ensure high quality support.</p>	<p>Monitoring of intervention provision by SLT/SENCOs</p>	<p>SLT/SENCOs</p>	<p>July 2019 The appointment of the SENCO in Jan 2019 has ensured that LSA training linked to interventions is being developed. This is still in the early stages and further training is required. In addition, PM targets for LSA will link to expectations that, in their role, they have an impact.</p>	<p>LSA training is crucial. Some training took place this year and resulted in higher discretionary effort by LSAs and improved performance.</p>
<p>Total Cost = £12,000</p>					
<p>What do we want to achieve? To improve attendance rates for targeted children.</p>					
<p>Continue to develop robust systems of tracking and managing absence including the appointment of EWO to challenge poor attendance. [2000]</p> <p>The continued support of Traveller Liaison Officer and Pastoral Leader with identified poor attenders to find solutions. [80% of salaries £25,000]</p>	<p>Higher attendance is linked to better outcomes for children.</p>	<p>Weekly monitoring by HT and Attendance Officer. Pastoral Leader/Traveller Liaison Officer to be involved as necessary.</p>	<p>HT/TM/SI/AL</p>	<p>July 2019 Impact of attendance systems has resulted in improvement in Traveller, PP and whole school attendance over time and greater accountability of children who are persistently absent.</p>	<p>System in place but requires continued monitoring by SLT</p>
<p>Total Cost = A part of £27,000</p>					
<p>To introduce whole school well-being tracker and use this to target emotional support as necessary. [costed as above]</p>	<p>To ensure additional barriers are recognised.</p>	<p>ET/SENCOs to review provision.</p>	<p>ET/SENCOs</p>	<p>July 2019 Well Being Tracker in place and has been used to identify children who require support. Realistically, it is impossible to target all the children in the bespoke way we would like.</p>	<p>A good system which still requires further development.</p>
<p>To train staff in Nurture Provision therapy. [1,000]</p>	<p>Recognised national strategy to support children.</p>	<p>ET/SENCOs to monitor provision.</p>	<p>ET/SENCOs</p>	<p>However, children who are receiving additional support are showing improved well-being. Mindfulness, ZOR and D and T interventions in place. In the next academic year, this system will need to be</p>	

				developed to support learners in school.	
Total Cost = £1,000					
What do we want to achieve? To reach out and actively support key parents to build strong relationships to support their child's learning.					
<p>Termly meeting set up between key parents and adults in school, to include asking how we can support parents, what do they see as their children's barriers. [costed above]</p> <p>Home/school package of support agreed and put in place. [cost unknown and will be bespoke]</p>	<p>In some circumstances, where there is limited support or engagement between home and school, the children are generally lower attaining.</p> <p>Parental involvement and contribution to school life also has an impact on the children's behaviour and motivation to learn.</p>	<p>Increased attendance at parents' evenings and other special events.</p> <p>Increased number of parent questionnaires completed.</p> <p>Well attended parenting courses.</p> <p>Increase in involvement of target families in children's learning.</p> <p>Impact seen in children's outcomes.</p>	ET/Pastoral Leader/CT	<p>July 2019</p> <p>Meetings in place for key parents have resulted in greater engagement with school and more open dialogue. In some cases, it has resulted in parents supporting with home learning. However, some parent enjoyed meeting Pastoral leader and the school decided to offer an after school club instead and use a workshop style to support. This has been successful in terms of engaging parents. However, this will need to be continues into next year to see the impact in terms of pupil outcomes.</p>	<p>Meetings were set up and Pastoral leader met with parents in Term 1. This was very time intensive and outcomes were not really seen. Therefore the system is being widened to engage parents in workshops and support groups rather than individual meetings.</p>
What do we want to achieve? To provide targeted children with broad enrichment opportunities and access to similar opportunities as their peers. e.g. local visits (park/library etc).					
<p>Identified enrichment opportunities provided [in and out of school] to enable greater participation by target children. [4000]</p> <p>To ensure uniform is provided to PP children. [1000]</p>	<p>Children with lower on-entry assessments and lower attainers on entry to KS1 have historically remained low. Evidence suggests these children have less opportunities than their peers.</p>	<p>Careful tracking of PP involvement in broad curriculum experiences.</p>	CR	<p>July 2019</p> <p>Target children receive additional opportunities including swimming, music lessons, extended services for free and uniform. The PP spreadsheets shows the total spend on these areas.al opportunities.</p>	<p>Parents and children value these opportunities</p>

Total Cost = £5,000																
														Total Budget	£45,000	

Miscellaneous	Swimming	Breakfast Club /After School Club	External Clubs	Music Lessons	Uniform	Day Trips/Events	Residential Trips	Travel Costs	Learning Resources	SATs Support	Intervention Team	LSA teaching costs	Red Group - additional teaching group	Library Support, EWO	CPD [oracy, SALT, Nurture Provision]	Check Value should always be zero
£1,608.94	£456.00	£1,155.00	£429.00	£2,217.00	£1,209.25	£165.00	£3,290.00	£0.00	£3,410.60	£2,232.00	£27,740.00	£30,805.00	£2,650.00	£1,440.00	£3,322.00	£82,129.49

1. Review of expenditure			
Previous Academic Year		2017 – 2018	
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)
The gap between our disadvantaged pupils and non-disadvantaged pupils (along with non-disadvantaged who are behind) will close over the course of the year	<ul style="list-style-type: none"> • Early identification of vulnerable learners and specific gaps through clear assessments – use of end of year assessments / tests • Pre- intervention assessments carried out at the start of the academic year • To create a specific oracy programme across EYFS and Y1 in the beginning • Development of Assessment for Learning strategies, so teaching is well-matched to needs and responsive to children’s progress • Slow writing programme 	<p>EYFS/KS2 outcomes show the gap between disadvantaged and others has closed significantly. Progress for disadvantaged children was good from low starting points. In KS1 outcomes disadvantaged group needs were complex and the gap did not close in the same way.</p> <p>Supportive factors have been: more targeted use of adults to support intervention, high quality assessment for learning with regular pupil progress meetings to identify children of concern.</p>	<p>Still need to develop: More robust SEN assessment Continue to develop oracy especially in EYFS Target interventions with robust evaluation to ensure effectiveness. Streamline interventions- ‘less can be more’.</p>
All children will have weekly guided reading sessions, individual reading sessions, peer reading sessions, RWI phonics (EYFS/KS1)	<ul style="list-style-type: none"> • Develop a specific guided reading approach across the Key Stages / school e.g. Book Talk in KS1 • Set up a peer reading programme, so all children get to support others • To continue with the RWI phonics scheme • Oracy – as above • Develop specific reading time across EYFS and KS1. • Use of Switched on Reading • Purchase of reading materials [1,000] 	<p>Reading outcomes Year 6 PP in line with other [75% EXS and 24% GDS]. PP value added +6.15. EYFS –all disadvantaged made expected progress from starting points [60% GDS PP and 72% GDS others]. KS1 complex cohort.</p>	<p>Guided reading developed. Oracy strategy begun. RW INC is embedded. Next steps to continue to build this strategy and embed reading approaches. Individual reading still needs to be tackled to ensure it is effective and this is now the focus.</p>
Those children working outside their programme of study will be accurately assessed with specific gaps identified and targeted both in the classroom and by the intervention team, resulting in accelerated progress	<ul style="list-style-type: none"> • Development of Assessment Policy to standardise approach to those children working outside their programme of study • Assessment for Learning strategies developed, so individual children’s gaps are identified, and teaching and learning is well-matched in the classroom • Intervention is carefully planned and timetabled to be delivered by the intervention team 	<p>Assessment Folders linked to a comprehensive assessment policy has resulted in careful tracking and more rapid intervention. Over the year, assessment of low attainers improved and more target programmes were put in place. Outcomes for low attainers has shown good progress especially where teacher support has been used.</p>	<p>Teacher intervention made a difference. This year intervention has been, in places, not targeted enough and too broad. This will be tightened up next year with refinements to PP and SEN tracking systems.</p>

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)
Provide specific support to enable effective support of Traveller community.	<ul style="list-style-type: none"> To appoint a designated traveller liaison to support the children in the classroom, as well as supporting the families in engaging positively with school (to start officially Academic Year 2017-2018) 	Attendance of Travellers was still in line with the previous year but this was impacted by the absences of two families in particular. Outcomes by the Travellers was good at the end of Year 6 2018.	Currently Traveller numbers are low on roll at 3.2%. It is now a very small group in school. However work will continue to ensure the children are engaged in school and supported by Traveller Liaison Officer.
Attendance rates for pupils eligible for PP, who are also part of the traveller community, will be more in line with 85%	<ul style="list-style-type: none"> To appoint an EWO to monitor and tackle poor attendance and punctuality Appointment of traveller liaison – see above Appointment of Family Support worker – see below 	Attendance for PP [including Travellers] still sits below whole school attendance and this is a concern. PP is 90.68% compared with 95.06% for the whole school. A number of strategies have been used including employing an EWO. One strategy to hire a taxi failed because no taxi company would commit to the contract.	The school will continue to use the strategies it has employed but will now involve the Pastoral Leader to work with parents more closely where attendance is identified as a real concern.
Disadvantaged pupils who are starting from lower points than their peers will be identified promptly and appropriate support will be put in place, as well as opportunities for enrichment e.g. local visits (park/library etc)	<ul style="list-style-type: none"> The creation of an intervention team will be specifically used to target those children who are currently lower attaining, with the aim of catching the children up Pupil Premium meeting group to develop a programme of enrichment opportunities for children in EYFS and KS1, focussing on activities to develop language (e.g. visits etc) Slow writing and training and implementation of further writing interventions (Switch-On Writing) Target oracy strategies to support disadvantaged children 	<p>Intervention Team created. Interventions developed alongside teachers to support lower attainers. Systems to ensure more robust tracking of PP data/spending developed. Whole Key Stage approach to oracy developed [Storytelling Schools and Unlocking Gifts.]</p> <p>Soft data showed the oracy strategy to have had a positive impact on confidence and self-esteem of PP. Intervention Team made progress with PP as identified by outcomes but evaluation of individual interventions needs to be more robust.</p>	<p>Ensure robust evaluation of all interventions to ensure value for money. Ensure interventions are high quality and well delivered. Teachers increasingly leading types of intervention for children in their class, as they know gaps and it increases ownership.</p>
The newly appointed family support worker will establish relationships with identified vulnerable families, to provide support with home issues (e.g Fun and Families) and establish a more positive home-school link	<ul style="list-style-type: none"> To appoint a designated Family Support Worker (Pastoral lead) to provide support for those families 	Pastoral Worker appointed but due to complexities in school, her role was much more targeted.	This role will continue to be developed next year.