

Pupil premium strategy statement:

1. Summary information

These funds are designed to narrow the gap between pupils considered to be disadvantaged through low-income, and all other pupils, by addressing inequalities and targeting support at these pupils. Any pupil eligible for FSM at any time in the preceding 6 years also attracts Pupil Premium funding, as deprivation at earlier stages of education is perceived to impact upon learning and prior attainment, regardless of the current parental income situation.

All areas identified for action and strategy using the Pupil Premium funding are included as priorities in the School Development Plan. Priorities are informed by rigorous school self-evaluation. Future planning for Pupil Premium spending will be part of the annual evaluation process.

Pupil Premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

Careful analysis of internal and external pupil level data, historical attainment and progress rates, and huge amount of qualitative data was undertaken to ensure these funds are used to maximum effect.

We have used research and publications including those from the Ofsted Good Practice Series, and findings of studies undertaken by the Sutton Trust to enable us to make decisions relating to provisions.

Learning without limits

Our vision for all children. Yet we recognise that one of the biggest barriers for children can be poverty of expectation and so we are determined to create a climate that does not limit a child's potential in any way.

We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to exceed expectations.

'Pupils achieve well and are all encouraged to do their best, irrespective of ability, disability, social background, ethnicity or gender.'
Inclusion Quality Mark 2014

Accreditations reflecting our best practice include: Artsmark Gold, Healthy schools Mark, ICT Mark, Inclusion Mark and we became a 'Centre of Excellence.' 2014 and achieved Flagship School status in 2017.

We recognise that the earlier we can support children the better their chances of closing the gap and this is why from Feb 2015 have introduced nursery provision. The school age range is now 2 years and upwards. We prioritise our spending to catch pupils early and aim to narrow the gap in KS1.

Academic Year	2017/18	Total PP budget	£104,280	Date of most recent PP Review	n/a
Total number of pupils	79 (484 total)	Number of pupils eligible for PP	16%	Date for next internal review of this strategy	July 2019

2. Attainment 2018 Year 6				
context- There were 12 Pupil Premium children in year 6 this year. There were 2 SEN pupils in this group, representing 17% of the total. Each child counts for 8.3%.				
	<i>Pupils eligible for PP</i>	<i>Non PP</i>	<i>Pupils eligible for PP (national average)</i>	<i>National non PP</i>
% achieving ARE or above in reading, writing and maths	73%	80%	50% LA – 49%	70% LA – 69%
% achieving GDS in reading, writing and maths	0%	16%	4% LA – 3%	12% LA – 9%
Attainment and progress in reading	73%	88%	64% LA – 64%	80% LA – 80%
GDS reading	18%	47%	18% LA – 14%	32% LA – 29%
Attainment and progress in writing	82%	88%	67% LA – 66%	83% LA – 84%
GDS writing	0%	37%	11% LA – 8%	23% LA – 18%
Attainment and progress in maths	100%	90%	64% LA – 60%	80% LA – 79%
GDS maths	0%	33%	14% LA – 12%	28% LA – 23%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This results in lower attainment in reading and writing as pupils move through the school.
B.	Literacy and numeracy skills are lower for PP than for other pupils entering the nursery. This results in lower attainment in reading and writing as pupils move through the school.
C.	High level of SEND need for this group of pupils in relation to non PP pupils.
D.	The self-esteem of these pupils tends to be lower which leads to them believing that they won't necessarily reach GDS
External barriers (issues which also require action outside school, such as low attendance rates)	

E.	Attendance rates for pupils eligible for PP are 94% (below the target of 95% and below the target for all children of 97.5%). This reduces their school hours and causes them to fall behind on average.
F.	Aspirations of parents with pupils eligible for PP are low; this results in a lack of support at home and then lack of motivation in pupils to succeed.
G.	Higher levels of pupils requiring help and protection from targeted agencies as parents require additional support to meet their needs and safety. For some of our vulnerable pupils this impacts on concentration and behaviour in class.
H.	Increased social, emotional and mental health issues related to above are affecting progress.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Improve oral language skills for pupils eligible for PP in nursery and Reception class.</p> <p>Improve oral skills throughout the school to enable pupils to speak persuasively with confidence and articulate academic thoughts using subject specific vocabulary.</p>	<p>Language link intervention with baseline assessment used.</p> <p>Elkan training impacts on provision.</p> <p>Pupils eligible for PP in nursery and reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.</p> <p>In the longer term a higher number of PP pupils achieving the highest levels at the end of KS1 and 2 as they are starting from an improved baseline.</p>
B.	<p>Improve literacy and numeracy skills for pupils eligible for PP in nursery and reception class in order to prevent a gap forming or widening.</p>	<p>Pupils eligible for PP meet age related expectations in literacy and numeracy by the end of KS1.</p> <p>Maths Matters interventions and number club.</p> <p>Upper school TAs support with reading.</p>
C.	<p>Increased attendance rates for pupils eligible for PP.</p> <p><i>C and D closely linked both support each other. Friendships are better formed when children attend school regularly. Children are also more settled in routine and this supports well being.</i></p>	<p>Overall PP attendance improves from 94% to 95%</p> <p>GDS results increase across the school.</p> <p>Progress accelerates.</p>
D.	<p>Improvements in general well-being: emotional, social behaviours and consequently improved resilience at coping with pressures and their circumstances.</p> <p>PP children believe that they can reach GDS.</p>	<p>Pupils cope with external pressures and use support provided in school.</p> <p>High levels of well-being ensure the progress is not adversely affected by home circumstances.</p> <p>Improved scores on Boxhall tests.</p> <p>More PP children reaching GDS across the core subjects and wider curriculum.</p>

1. Planned expenditure					
Academic year		2018/19			
The actions listed below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase writing attainment across KS1 (particularly boys) A, B, D	Writing journals Cursive Handwriting Talk for Writing Bringing words to life and other research Use of ICT	Using a cursive handwriting scheme has been proven to lead to improvements in spelling which encourages children to feel more confident in their writing ability. Spelling often forms a barrier to writing. Talk for writing approaches offer a bridge between ideas and writing and there is evidence that it helps children to rehearse their ideas, again leading to more confidence when completing their writing tasks. Having more of a pedagogical understanding of the teaching of literacy skills will lead to more critical thinking when planning lessons to target literacy skills. ICT has been proven as a motivating factor for all children but especially boys to engage with their learning.	Subject leader monitoring for the implementation of the cursive scheme. Work scrutiny. Lesson observations. Training to introduce the key pieces of research with teacher with follow-up or pre-reading. ICT resources to be promoted by the subject leader. New members of staff to be trained in the use of unfamiliar ICT equipment.	DHT2	July 2019

Increase attainment in maths GDS B, D	INSET Mr P Maths Mastery New marking approach	<p>Mr P is renowned on the internet for his education blogs. He is also in demand for the training he provides which raises the profile of technology in teaching. As he is a primary teacher, the training is very relevant to the needs of teachers.</p> <p>The maths mastery approach has been run at Polegate for some time but it is always being added to. The use of models and concrete resources as well as the addition of a new scheme – Maths No Problem will help teachers plan more effectively.</p> <p>Starting in China, the idea of splitting a maths session in order to be able to give targeted feedback to chn, following marking has seen good results. Many schools have adopted the idea with success in the UK. It allows teachers to stop misconceptions from forming.</p>	<p>Lesson Observations All teaching staff to attend various INSET sessions. Subject leader to ensure that new staff are inducted into the way Polegate teaches maths. Work scrutiny. Peer observation. Objective in performance management related to the teaching of maths. Data tracking. Pupil Progress Meetings</p>	AR/SLT	July 2019
Increased engagement in early reading A, B, D	TA support in EYFS and KS1 reading sessions. Reading Raffle Accelerated Reader Reading Millionaires Continuing the new guided reading approach.	<p>Due to the impact of adult support in year 1 guided reading sessions, it has been determined that an equal impact would be gained by following this approach in EYFS. The reading raffle and other motivating rewards continue to have a positive impact on the children's engagement in reading.</p> <p>Following the change in approach to guided reading last year, the reading results have shown a direct impact and children have been more enthused during their guided reading sessions in class. We believe in narrowing the gap as early as possible to give these pupils the best possible chance of success.</p>	<p>NQTs and new staff to be trained in the approach to ensure that it is consistently implemented in every class. Peer observation of classes to share good practice. Monitoring by SLT. Objective in all Perf. Management which focuses on outstanding teaching through research. TAs timetabled and released at a time that is not too disruptive to KS2, to support Reception and year 1 in their reading sessions. More teacher engagement with home school journals.</p>	HT	July 2019

<p>Improved attendance for all pupils but especially PP pupils. C</p>	<p>Rewards to encourage pupils to attend school and apply pressure to parents to support their aims.</p> <p>A balance of Individual rewards and Class rewards.</p> <p>Raise profile of different groups' attendance and how detrimental this is.</p> <p>Change in policy- 3 days must have Dr note. Any absence must be explained in writing.</p> <p>Family Key Worker to monitor vulnerable families weekly.</p> <p>Well being introduced across the school</p> <p>Nurture sessions and lunchtime Clubs</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. Research within school showed that with our previous aim of 100% for all rewards it resulted in children feeling very demoralised when they were genuinely ill for one day and knew that they would not be eligible for a reward or recognition. What to maintain that motivation to encourage good attendance. Research in other schools showed that a prize draw at the end of the year for all children that reached our target of 97% would be effective. Good practice in schools with high attendance showed policy was stricter.</p>	<p>Disseminated to parents through newsletter with rationale behind changes. Regular feature in all newsletters. Monitoring weekly Teachers have list of pupils with low attendance in previous year. Meetings at early stages of low attendance Change in policy ensures consistency. Regular reporting to governors. Maintain the high profile of the subject in classes, assemblies and around the school generally.</p>	<p>HT DHT1 and 2</p>	<p>July 2019</p>
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<p>Improvements in general well-being: emotional, social behaviours and consequently improved resilience at coping with pressures and their circumstances. D</p>	<p>Boxhall assessments Resilience assessments</p> <p>Practising mindfulness</p> <p>Continue to offer enriching activities during break times.</p>	<p>Boxhall and resilience assessments can help teachers to pinpoint any underlying issues that the children in their class may be experiencing.</p> <p>Research shows that by practising mindfulness techniques, children are better placed to call on techniques to calm them when they are experiencing stress or upset. Having a variety of activities, both imaginative and active provide the children with chances to metaphorically escape.</p>	<p>Training for staff in relation to how to implement Boxhall and resilience assessments.</p> <p>Assemblies to introduce the idea of Mindfulness and possible techniques you could use.</p> <p>Encourage the use of these techniques throughout the school day i.e. after break or lunch to calm things or during tests.</p> <p>Ensure the Scrapstore is refilled with resources.</p> <p>Maintain the variety of activities on offer, despite having less space on offer.</p>	<p>SENCo</p> <p>DHT2</p>	<p>Feb 2019</p>
<p>Increase percentage of children achieving GDS. D</p>	<p>Spirals of Enquiry Project</p> <p>Scolars Programme (Brilliant Club)</p>	<p>Research has shown that while interventions can be successful, they are often time-limited and something more tailored and personal to the needs of the group (in this case PP) will be much more effective over the long term. The Spirals of Enquiry project aims to involve the children at every stage – starting with interviewing them to identify the issues and then moving on to complete research and develop a strategy to turn that issue around.</p> <p>The Scholars Programme (Brilliant Club) was used last year and introduces disadvantaged children to university life. This hopefully gives them the aspiration, that they may not already have had, to further and deepen their learning.</p> <p>The pupils who took part last year experienced an increase in their belief that they could reach higher goals in the future.</p>	<p>3 x members of staff to attend the Spirals of Enquiry launch in London in September.</p> <p>Training to be cascaded.</p> <p>Interviews to be held with children.</p> <p>Staff mentors to be assigned to each child to notice them and share their work and progress with them.</p> <p>Research to be conducted and strategies developed with further training to staff.</p> <p>Children to be re-interviewed to check progress and review strategies if necessary.</p> <p>Previous successes of the programme to be shared.</p> <p>Children to be selected and enthused about the project early on in the year.</p> <p>DHT2 to meet with these children to ensure engagement in the process.</p> <p>Communication with parents</p> <p>Liaison with PHD Tutor</p> <p>Pupils questionnaire</p> <p>Parent survey</p> <p>Assessment</p> <p>Assessment summary and outcomes</p>	<p>DHT2</p>	<p>Jan 2019</p>

<p>Increase engagement in learning and progress through sport. A, B, C, D</p>	<p>Albion in the Community intervention to target reading and PSHE in year 5, girls' engagement in sport in years 5 and 6 and support NQTs with their delivery of PE in KS1.</p>	<p>This is a targeted intervention which aims to tackle improvements in the health, wellbeing, education and aspirations of children. The programme is over-subscribed and so primary schools have to bid to be involved. The programme uses the appeal of sport and the lure of the Premier League club to engage children in cross curricular activities and it has a proven track record of doing so. The intervention is extra special because it targets many different objectives, not only improving literacy, but with a real focus on improving health and wellbeing too.</p>	<p>Timetabled sessions weekly. Launch event at the AMEX arranged. Data tracking of the pupils involved. Pupil, teacher and parent view. Staff feedback and cascaded training from the CPD sessions. Work Scrutiny Subject Leader Monitoring Team teaching</p>	<p>EM/DHT2</p>	<p>Dec 2018</p>
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<p>Improved oral language skills in nursery and reception A</p> <p>Speaking confidently and articulately throughout the school to build progressively on A.</p>	<p>Focus of staff training and performance management for all staff in nursery.</p> <p>INSET</p> <p>Weekly meetings</p> <p>Reading Recovery Teacher</p> <p>Language ink Intervention</p> <p>Speech therapy fortnightly to nursery and reception.</p> <p>Debate Examination through English</p>	<p>Exploring interventions for children and young people with speech, language and communication needs: A study of practice (2010 research commissioned by UK government)</p> <p>Language Link</p> <p>Education endowment fund and our own previous analysis demonstrates substantial impact</p> <p>In year 6 providing pupils with the opportunity to sit the examination in Debate ensures they leave us able to voice their own opinions and articulate these in a convincing way. It is an essential life skills that equips them well for interview beyond school.</p>	<p>Monitoring nursery provision with focus on opportunities for speaking.</p> <p>Assessment and pupil progress information.</p> <p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Dissemination of reading recovery methods to TAs (training in BRP)</p> <p>October INSET</p> <p>All TAs to support Year 1 pupils.</p> <p>English Speaking Board external assessor.</p> <p>Training to teachers in formal debate.</p> <p>Timetabled lessons across the school from reception to year 6.</p>	<p>Reception and nursery class teachers</p>	<p>Jun 2019</p>
<p>Improve PP outcomes in R, Wr and Ma. B</p>	<p>Early morning Interventions</p> <p>Paying for taxis to bring hard to reach children to the interventions</p>	<p>We do not allow pupils to be removed for intervention during the school day because research shows that quality first teaching is the most effective tool for pupil progress. All additional support is provided either before or after school.</p> <p>Education Endowment Fund and evidence collated in school over 7 years demonstrates impact.</p> <p>The parents can sometimes be reluctant to take their children to school early so the children would otherwise miss out on the intervention.</p>	<p>Accurate data collection supported by moderation.</p> <p>Accurate identification of need.</p> <p>Pre assessment followed by assessment at end of intervention to measure impact.</p> <p>SLT involvement in selection.</p> <p>Promotion of home learning club.</p> <p>Liaison with parents.</p> <p>Check pupil attendance.</p>	<p>DHT2</p>	<p>January 2019 March 2019 May 2019 July 2019</p>
<p>i. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen</p>	<p>What is the evidence and rationale</p>	<p>How will you ensure it is</p>	<p>Staff lead</p>	<p>When will</p>

	action/approach	for this choice?	implemented well?		you review implementation?
<p>Improve transition to KS3 and local secondary school in order to reduce exclusions at KS3 and improve attendance at KS3</p>	<p>Transition TA</p>	<p>.Our responsibility to these pupils does not end when they leave primary. We have a duty to ensure they get the possible start at KS3. This is a well established post and over many years our own evaluation proves it reduces stress for pupils, improves attendance and therefore academic achievement.</p>	<p>Liaison with year 7 transition lead Liaison between KS3 and KS2 Identification of vulnerable pupils Planned transition timetable and programme of study Liaison between parents and Transition TA.</p>	<p>HT</p>	<p>Jan 2019</p>
<p>To improve the behaviour of a very small number of Fair Access Protocol PP pupils new to the school.</p>	<p>Identify a targeted behaviour intervention for identified pupils Use support worker to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours.</p> <p>Resources to support this. Scrap store playpod. Lunchtime nurture groups Develop the Sanctuary as a place for pupils to reflect. Forest School and whole school approaches to teaching that are more active and hands on.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective. The aim would be to reduce need for this so they respond to the whole school behaviour system and incidents reduce.</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p> <p>Train all staff in Thrive approach Oct INSET</p> <p>Ensure resources – sensory support pupils needs through audit.</p> <p>Liaison with parents</p> <p>Match support staff working with individuals closely.</p>	<p>SENCO</p>	<p>Jun 2019</p>



<p>Encourage more participation in music. D</p>	<p>Choir Ukelele event leading to assisted music lessons</p>	<p>Singing has been shown to be very good for calming people. The group also provides the children with a sense of comradery. When the children perform, they gain a sense of personal pride.</p>	<p>Subject leader to promote the choir.</p> <p>Subject leader to set up taster sessions for younger children and to arrange funded lessons for those who decide that they want to learn to play an instrument.</p> <p>Subject leader performance management.</p>	<p>LD</p>	<p>July 2019</p>
<p>Total budgeted cost</p>					<p>£105600</p>

2. Review of expenditure				
Previous Academic Year		2017-2018		
i. Increase results in reading at GDS				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. B. D. Improved reading outcomes at expected levels	Research project: reading inquiry. Teachers research current pedagogy surrounding teaching reading.	Following the introduction of whole class, mixed ability reading, there has been a huge uplift of 17% in the KS2 SAT results. The cohort achieved 85% at or above ARE and this is 10% over the national expectation. The pupil premium results (as above) are higher than both national and local authority averages which suggests that the new approach has been a success.	This approach will be continuing with induction of new staff and monitoring to ensure consistency of approach in all classes. Developed further in 2018-2019 to include an intensive programme for reception in addition to Year 1. Training will be on going for teaching assistants that are supporting with this approach to reading.	Nil
	Junior Librarian Accelerated Reader Reading Raffle	Being refreshed with the chance of becoming a Reading Millionaire, has kept AR relevant. The ability to take a comprehension quiz about the books they have been reading helps the children to build on these key skills, having an impact on their reading development. It does need to be kept high profile by the class teachers, particularly in relation to the pupil premium children as this helps it to have the maximum impact. The reading raffle creates excitement and gives children the required (in some cases) incentive to read each day. This is extremely important to allow them to build reading skills and make progress.	Keeping AR as high profile as possible in each classroom will lead to it being more successful. This will be continuing. Due to the continued excitement of the children in relation to the reading raffle each week, this will be continuing.	£500

<p>E. Improved attendance for all pupils but especially PP pupils.</p>	<p>Rewards to encourage pupils to attend school and apply pressure to parents to support their aims. A balance of Individual rewards and Class rewards. Raise profile of different groups' attendance and how detrimental this is. Continue policy- 3 days must have Dr note. Any absence must be explained in writing. Family Key Worker to monitor vulnerable families weekly.</p>	<p>By combining all of these measures, attendance has become more high profile during the course of the year. There has been a high level of engagement with parents and some gains in attendance have been made. Whole school attendance was up from 96.5% to 97% and pupil premium attendance was up from 93% to 94%. This remains affected by our GRT families who are also pupil premium. Statistically they take more holidays in term time than other families.</p>	<p>Despite not reaching the ambitious target that was set for attendance, having a holistic approach such as this does lead to gains in attendance so it is necessary to continue with these measures. It is important that attendance maintains its high profile status and focus. The whole school target will be set at 97.5 and the PP target will be set at 95% for the coming year. This continues to demonstrate high expectations.</p>	<p>4,000</p>
<p>D. Improvements in general well-being: emotional, social behaviours and consequently improved resilience at coping with pressures and their circumstances.</p>	<p>Scrap Store Playpod</p>	<p>The children have enjoyed playing with the items from the Scrap Store but it is important to keep it refreshed so that the children don't get bored with the items available. The Scrap Store led to more imaginative play and to the children having active discussions and team building for some activities. The resource can also lead to children working through their own personal problems through play to alleviate some stress and pressure.</p>	<p>Provided that the Scrap Store is refilled as we would require it to be, then it will continue to be used to support at playtime, giving the children more choice and independence in their play.</p>	<p>11,000</p>
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the</p>	<p>Lessons learned</p>	<p>Cost</p>

		success criteria? Include impact on pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)	
<p>A. Improved oral language skills in nursery and reception</p> <p>Speaking confidently and articulately throughout the school to build progressively on A.</p>	<p>Focus of staff training and performance management for all staff in nursery. INSET Weekly meetings</p> <p>Reading Recovery Teacher</p> <p>Language ink Intervention</p> <p>Speech therapy fortnightly to nursery and reception.</p> <p>Debate Examination through English Speaking Board.</p>	<p>85.6% of pupils achieved expected levels in communication compared to 82.5% nationally. Our school's nursery pupils start reception with a higher baseline than other settings. We are now seeing the impact of our early intervention.</p> <p>The debate exam gave the children the opportunity to gain a qualification through something that they naturally become skilled in during their time at Polegate. All of the children who entered the exam gained a qualification so it also had a positive impact on their self-esteem. A high number secured a distinction or merit this year. Year on year the outcomes have improved for our pupils in Year 6.</p>	<p>These approaches will continue and be further developed and enhanced.</p> <p>The children will be entered into the debate exam again in the forthcoming year.</p>	<p>£</p> <p>6,500</p> <p>£30 per pupil entered.</p>

<p>B. Improved progress for high attaining pupils. Raise parents aspirations. Expose pupils and parents to highly selective universities they may not have considered.</p>	<p>The Brilliant Club</p>	<p>The children who were selected for the brilliant club were enthused by it. During feedback sessions with the children, it was clear that attending the Universities had made them think about their futures and the children I spoke to certainly had aspirations to attend when they were older. A parent said they would never have considered sending their daughter to university but having been involved in this project she will definitely be going.</p>	<p>The Brilliant Club will be continued.</p>	<p>1920</p>
<p>C. Improve PP outcomes in R, Wr and Ma</p>	<p>Early morning Interventions</p>	<p>It is difficult to judge the impact of the early morning interventions in isolation as they happen alongside quality first teaching. Sometimes, intervention schemes can be inflexible and this can impact on their ability to make a significant impact on attainment. We therefore plan to make interventions more flexible and add in our own approaches to more effectively meet the needs of the children identified.</p>	<p>We will continue with this approach in the short term. It will be reviewed at relevant intervals to reflect the impact it is able to have. We will reintroduce parent meetings and invest in sharing the benefits with parents to ensure we get the children that we need to attend.</p>	

<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>Improve transition to KS3 and local secondary school in order to reduce exclusions at KS3 and improve attendance at KS3</p>	<p>Transition TA</p>	<p>Parent questionnaires and feedback tell us how supportive they find this role. It has lead to more positive experiences for our pupils starting secondary school. It has improved attendance rates for these pupils at Willingdon Community School and also reduced behaviour incidents in Year 7.</p>	<p>This approach has been very successful for 12 years now and will continue. It is innovative and quite unique. Valued by both school, pupils and parents.</p>	<p>£17,000</p>
<p>D. To improve the behaviour of a very small number of Fair Access Protocol PP pupils new to the school.</p>	<p>Identify a targeted behaviour intervention for identified pupils Use support worker to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours.</p> <p>Resources to support this. Scrap store playpod. Lunchtime nurture groups Develop the Sanctuary as a place for pupils to reflect. Forest School and whole school approaches to teaching that are more active and hands on.</p>	<p>Nurture groups has been introduced to manage the increasingly challenging behaviour we see from these pupils who have been admitted under fair access protocol.</p> <p>A new learning mentor role has been introduced to support a small number of pupils with high level of need. We have prevented 2 possible exclusions with the introduction of these approaches.</p> <p>Reduction in behaviour incidents for these pupils. A return of a pupil from a special school who has been reintegrated back into mainstream.</p>	<p>It is likely over coming years that we will need to increase staff understanding and skills when dealing with challenging behaviour. Whole school well being training. Whole school mindfulness will become embedded.</p>	<p>Free projects 17,000 staff</p>