

## 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.

**'All this work has been based on the school's moot, 'Learning without limits,' which underpins everything in this inspirational school, which places the children at the heart of everything it does.'** Inclusion Quality Mark June 2019

**'The lessons I saw on the day were pitched at a high level and were, therefore challenging for all the pupils, while children who needed extra help were very well supported.'** Inclusion Quality Mark 2019

**"In this school we're always adding to make things better. They are always giving more opportunities for children".** Year 6 Pupil to IQM inspector June 2019

Accreditations reflecting our best practice include: Artsmark Gold, Healthy schools Mark, ICT Mark, Platinum Sports games award Inclusion Mark and we became a 'Centre of Excellence.' 2014 and achieved Flagship School status in 2017 and retained this in 2019.

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

<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£114,840	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	87 (514 total)	<b>Number of pupils eligible for PP</b>	17%	<b>Date for next internal review of this strategy</b>	July 2020

## 2. Attainment 2019 Year 6

context- There were 11 Pupil Premium children in year 6 this year. There were 5 SEN pupils in this group which had multiple and complex needs- 2 are moving to special schools and others also had family disruption., representing 18% of the total..

	<i>Pupils eligible for PP</i>	<i>Non PP</i>	<i>Pupils eligible for PP (national average)</i>	<i>National non PP</i>
<b>% achieving ARE or above in reading, writing and maths</b>	57%	92	47% Nat 42% LA	70% LA – 68%
<b>% achieving GDS in reading, writing and maths</b>	11.1%	18	3.9% Nat 2.1% LA	13% LA – 10%
<b>Attainment and progress in reading</b>	77.1%+3	96 2.7	59.9% Nat -0.8 56% LA	78.1% 0.3 LA – 77%
<b>GDS reading</b>	33.3%	42	16.9% Nat 14.3%	31.3% LA – 29%
<b>Attainment and progress in writing</b>	55.6 -0.9	92 2.1	-0.7 67.8% Nat 61.7 LA	83% 0.3 LA – 83%
<b>GDS writing</b>	22.2	42	11.3 Nat 7.7 LA	23.9% LA – 20%
<b>Attainment and progress in maths</b>	66.7% -0.3	90.2% 1.5	67.4% Nat -0.9 57.2% LA	83.7 0.3 LA – 80%

GDS maths	11.1%	41.2	15.6% Nat 11.2% LA	31.3% LA – 25%
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### 3. Barriers to future attainment (for pupils eligible for PP including high ability)

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#### In-school barriers

<b>A.</b>	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>B.</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.
<b>C.</b>	High level of SEND need for this group of pupils in relation to non PP pupils.
<b>D.</b>	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*)

<b>E.</b>	Attendance rates for pupils eligible for PP are lower than non pp chn. This reduces their school hours and causes them to fall behind on average.
<b>F.</b>	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.
<b>G.</b>	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.
<b>H.</b>	Lack of parental involvement in school and home learning support.

### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children involved in AfA project to be making rapid progress towards working at ARE or above across reading, writing and maths. Gaps to begin closing across all three subject areas.	All staff to have AfA training Teachers to have structured conversation training. Regular parent meetings following structured conversation outline Parental engagement increasing in school presence and support at home. PP Leader to track data and ensure gaps are closing and children

		making rapid progress CT to hold interventions for AfA children as and when needed.
<b>B.</b>	Improve literacy and numeracy skills for pupils eligible for PP in nursery and reception class in order to prevent a gap forming or widening.	Pupils eligible for PP meet age related expectations in literacy and numeracy by the end of KS1. Maths Matters interventions and number club. Upper school TAs support with reading.
<b>C.</b>	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 95.6% to 96% GDS results increase across the school. Progress accelerates.
<b>D.</b>	Children in KS2 PP to have increased GDS data and Y4 MTC scores throughout the year.	PP Children in KS2 to be invited to home learning and interventions which are targeted at level of need. Children to be tested on the 25 MTC questions at least twice termly.

<b>1. Planned expenditure</b>					
<b>Academic year</b>		<b>2020/21</b>			
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.					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p><b>Increase writing attainment across KS1 (particularly boys)</b>  <b>A, B,</b></p>	<p><b>Writing journals</b></p> <p><b>Cursive Handwriting</b></p> <p><b>Talk for Writing</b></p> <p><b>Bringing words to life and other research</b></p> <p><b>Use of ICT</b></p> <p><b>Writing strategies</b></p> <p><b>Phonics</b></p>	<p>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. Supporting teachers with new writing strategies will enable them to plan for children who need support in writing.</p>	<p>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. TA training in KS1 writing. Teacher phonic training</p>	<p>Sally Barnard</p>	<p>July 2021</p> <p>Staff Training - £1500</p>
<p><b>Increase attainment in maths GDS</b>  <b>B, D</b></p>	<p><b>Mastery approach consistent</b></p> <p><b>Training INSET from Helen Hackett on maths approaches and mastery</b></p> <p><b>Observation and support from maths lead</b></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. 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. Additional training to add to mastery concept and support new colleagues as well as updates and new approaches.</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>	<p>SB/AR/SLT</p>	<p>July 2020</p> <p>Maths resources        £1000</p> <p>Helen Hackett        - £850</p>

<p><b>Increased engagement in early reading A, B,</b></p>	<p><b>TA support in EYFS and KS1 reading sessions.</b></p> <p><b>Reading Raffle</b></p> <p><b>Accelerated Reader consistently used across KS1/2 and Training for all staff</b></p> <p><b>Reading Millionaires</b></p> <p><b>AFA Programme and structured conversations</b></p> <p><b>Bedtime stories</b></p> <p>Summer library challenge</p> <p>Mystery Reader</p> <p>Reading training for parents TW</p> <p>Whole School Read</p>	<p>Throughout the last year the impact of YR/1 Guided Reading TA support has shown to be huge. Therefore we will continue this ensuring that TAs know PP children and children on AfA project and what their level of need is.</p> <p>The reading raffle and other motivating rewards continue to have a positive impact on the children's engagement in reading. 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>Increased use and tracking of AR will have the impact of ensuring children are accessing quickly and quizzing well across all classes. It will also ensure parents are well informed as to quizzes taken and when. Children from Y2 upwards to quiz daily if needed.</p> <p>Regular AFA and structured conversations meetings will keep parents informed and support them with engagement in reading</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.</p> <p>Monitoring by SLT.</p> <p>TAs timetabled and released to support Reception and year 1 in their reading sessions.</p> <p>More consistent teacher engagement with home school journals.</p> <p>AR to be tracked by literacy lead.</p>	<p>SB/RM/SLT</p>	<p>July 2020</p> <p>Reading Raffle Books - £250</p> <p>Mystery Reader - £100</p> <p>Whole School Read - £250</p> <p>AR Training and Programme - £2500</p>
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<p><b>AfA parent meetings with Teachers to review impact and support engagement at home. ABCD</b></p>	<p><b>Structured conversation training for all Teachers.</b></p> <p><b>23 Carefully selected children to take part in the 2year project.</b></p> <p><b>Initial parent meeting and letter to explain project</b></p> <p><b>School use of 'The Bubble' interactive resource with training/support materials.</b></p>	<p>Evidence shows that the more engaged with school and a child's learning a parent is the more likely a child is to achieve ARE or above – we wholeheartedly agree but have parents who can be absent from parents evening and avoid regular contact at Polegate.</p> <p>We record stories each week for families to listen to at home. Very positive response and supports those parents that are not good readers themselves or have little time.</p>	<p>Bookings for space to have meetings CT time out of class and cover if needed Monitoring and reviewing conversations by PP lead. Refreshments to be available and provided for parents during meetings.</p>	<p>SB/CT/SLT/ Maggie Sharpe</p>	<p><b>Termly review with MS</b></p> <p><b>PP Lead time out and salary - £10000</b></p> <p><b>Teacher Release Time – 1 x day a term per teacher £10000</b></p> <p><b>Parent Hospitality - £250</b></p>
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<p><b>Improved attendance for all pupils but especially PP pupils. C</b></p>	<p><b>Rewards to encourage pupils to attend school and apply pressure to parents to support their aims.</b></p> <p><b>A balance of Individual rewards and Class rewards.</b></p> <p><b>Raise profile of different groups' attendance and how detrimental this is.</b></p> <p><b>Change in policy- 3 days must have Dr note. Any absence must be explained in writing.</b></p> <p><b>Family Key Worker to monitor vulnerable families weekly.</b></p> <p><b>Well being introduced across the school</b></p> <p><b>Nurture sessions and lunchtime Clubs</b></p> <p><b>AFA Programme and structured conversations</b></p> <p><b>Pupils attendance below 90% last year receive a letter at start of year. Also receive a call from SLT on day 1 of absence.</b></p> <p><b>Termly letters both positive and negative</b></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>Having regular AfA meetings with parents will ensure attendance is addressed immediately if and when an issue.</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>SB/ST/SLT</p>	<p>July 2020</p> <p>Rewards, TA/CT Time, £7000</p>
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<p><b>Increase percentage of children achieving GDS.</b> D</p>	<p><b>AfA Programme and structured conversations</b></p> <p><b>Scolars Programme (Brilliant Club)</b></p> <p><b>Mastery approach and teacher training</b></p> <p><b>TT rockstar relaunch</b></p>	<p>AfA programme will enable parents to be engaged in their child's progress at each stage.</p> <p>'The Bubble' will provide online support for teachers in supporting PP children through AfA project.</p> <p>Staff training in AfA, The Bubble and structured conversations will equip teachers with skills to further develop their children and encourage support/interaction at home.</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>Communication with parents increased for all AfA children</p> <p>Structured conversations happening regularly.</p> <p>Pupils questionnaire</p> <p>Parent survey</p> <p>Assessment/Data</p> <p>TT rockstar monitoring by all CT and Maths lead.</p> <p>SLT Tracking</p> <p>Teacher training from Helen Hackett</p> <p>Whole school emphasis on TT Rockstar, tracked regularly by teachers and leaderboard updated for each class.</p>	<p>SB/AR/SLT</p>	<p>Termly monitoring</p> <p>October 2019</p> <p>December 2019</p> <p>February 2020</p> <p>April 2020</p> <p>May 2020</p> <p>July 2020</p> <p>Brilliant Club £1800</p> <p>Debate £30 a child</p>
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<b>Improve PP outcomes in R, Wr and Ma. ABD</b>	<b>Early morning Interventions and change to home learning</b>  <b>Paying for taxis to bring hard to reach children to the interventions</b>  <b>AfA project and structured conversations</b>	<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>Home learning changed to reading and Times table focus, to ensure basic skills are addressed during these times.</p>	<p>Accurate data collection supported by moderation.</p> <p>Accurate identification of need, driven by data.</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>Registers completed and check pupil attendance.</p>	SB/Subject Leaders/SLT	January 2020 March 2020 May 2020 July 2020 £1000 Taxis  £3000 AFA Project £5784 Early morning intervention Reading Recovery Teacher 31,000 £16,738 Numbers
<b>i. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>To improve the behaviour of a very small number of Fair Access Protocol PP pupils that join the school late with complex needs. This is in line with new whole school approach</b>	<b>Provide a targeted behaviour intervention for identified pupils that require more intensive support. Use support worker to engage with parents before intervention begins.</b>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p> <p>The aim would be to reduce need for this so they respond to the whole school behaviour system and incidents reduce.</p> <p>Nurture, Thrive, Elsa training Sept 2019 for TA. Art Therapist trial new Sept 2019</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded.</p> <p>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</p>	SENCO	Jun 2020  Free projects  17,000 staff

<p>to behaviour.</p>	<p><b>Develop restorative approaches and focus on positive behaviours.</b></p> <p><b>Resources to support this.</b>  <b>Scrap store playpod.</b>  <b>Lunchtime nurture groups</b>  <b>Develop the Sanctuary as a place for pupils to reflect.</b>  <b>Forest School and whole school approaches to teaching that are more active and hands on.</b></p>		<p>needs through audit.</p> <p>Liaison with parents</p> <p>Match support staff working with individuals closely.</p> <p>It is likely over coming years that we will need to increase staff understanding and skills when dealing with challenging behaviour. This is why new policy introduced Sept 2019</p> <p>Whole school well being training.</p> <p>Whole school mindfulness will become embedded.</p>		
<b>Total budgeted cost</b>					£114,840

1. Review of expenditure				
Previous Academic Year		2018-2019		
i.				
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 - Improve oral lang skills for PP children in Nursery and Reception	<b>Focus of staff training and performance management for all staff in nursery.</b> <b>INSET</b> <b>Weekly meetings</b>  <b>Reading Recovery Teacher</b>  <b>Language ink Intervention</b>  <b>Speech therapy fortnightly to nursery and reception.</b>  <b>Debate Examination through English</b>  <b>5 a day stories</b>  <b>Frequent parent drop ins.</b>	Reading recovery teacher continues to have a large impact on our children in KS1.  Language link was run and baselines/outcomes taken by lead TA.  Debate exam was taken by 8 Y6 children who received 5 merits and 3 distinctions.	Reading recovery will continue in KS1 – It has a significant impact and has proven long term results.	£31,000

<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 is up from 96.8% to 97.1% and pupil premium attendance was up from 94.3% to 95.6%.  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>, we have seen significant improvements but want this to continue and for the gap in PP to close further so it remains a focus. It is important that attendance maintains its high profile status and focus. The whole school target will be set at 98% and the PP target will be set at 96% for the coming year. This continues to demonstrate high expectations. The gap is narrowing,  There is still a need for parents to write in any illnesses and for this to be monitored. A 3 day absence must have a drs letter and also this needs to be more tightly monitored.</p>	<p>6,000</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><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact: Did you meet the</b></p>	<p><b>Lessons learned</b></p>	<p><b>Cost</b></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>77.8% of pupils achieved overall GLD compared to 71.8%% 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. With 68.8% of FSM children achieving GLD compared to 56.4% nationally.</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>£ 6,500</p> <p>£30 per pupil entered.</p>

<p>A. 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>B. Improve PP outcomes in R, Wr and Ma</p>	<p>Early morning Interventions <u>Reading clubs</u></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.  In Y1 phonics screening 2019 80% of PP children passed the phonics screening compared to 70.9% nationally</p>	<p>We are altering how home learning looks across the school with a focus on reading and times tables.  Carefully selected PP children have been invited to interventions to target maths Y5/6 in terms 1 and 2.</p>	<p>£5783</p>

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



<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 although successful will not be continued due to transition TA role being changed from KS3 as of September 2019.</p>	
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