



Pupil Premium Strategy Statement:

Name of school: Towngate Primary Academy

1. Summary information					
School	Towngate Primary Academy				
Academic Year	2019-2020	Total PP budget	£52,800	Date of most recent PP Review	September, 2018
Total number of pupils	293	Number of pupils eligible for PP	37	Date for next internal review of this strategy	July, 2020

2. Current attainment at Early Years		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	No pupils in receipt of pp	
% making expected standard or above in reading	No pupils in receipt of pp	
% making expected standard or above in writing	No pupils in receipt of pp	
% making expected standard or above in maths	No pupils in receipt of pp	
Current attainment at KS1		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	57.1%	
% making expected standard or above in reading	71%	
% making expected standard or above in writing	57%	
% making expected standard or above in maths	71%	

Current attainment at KS2		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	25%	
% making expected standard or above in reading	25%	
% making expected standard or above in writing	50%	
% making expected standard or above in maths	50%	

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Behaviour incidents and/or exclusion figures for children in receipt of pupil premium.
B.	Lower than expected levels of development on entry into the academy: particularly in mathematics and writing.
C.	Requirement of additional pastoral support and intervention to access the curriculum in order to achieve in line with peers.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance and Punctuality - the risk of a lower than average attendance as well as poor punctuality which has the potential to minimise the impact of regular high quality teaching.
E.	Emotional and Social factors – Some children experience complex home and school issues which have the potential to act as significant barriers to learning.
F.	Limited parental engagement and support for high aspirations – for a number of reasons, there may be potential for parents to not engage well with school. This could limit parental ability to support at home with activities such as homework and limit their aspirations for their child.

4. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Behaviour incidents and/or exclusion figures for chn in receipt of pupil premium to remain in line with figures from 2018 – 2019.	<p>Half termly data tracking of behaviour logs from the classroom, integris logs from lunchtime and exclusion file indicate a reduction in incidents involving chn in receipt of pupil premium.</p> <p>Overall whole school exclusion figure for 2019/2020 to reduce to 2%, with chn in receipt of pupil premium being in line with this.</p>

<p>B.</p>	<p>Pupils in receipt of pupil premium to attain in line with their peers within the Early Years, with a particular focus on pupils entering the setting below their peers.</p> <p>Evidence from the EEF suggests when gaps are narrowed between disadvantaged pupils and their peers in the Early Years, this gap becomes manageable as pupils move through the years to the end of Primary School. Desired outcomes are for pupils in receipt of pupil premium to achieve GLD in EY aspects – including reading, writing and maths to be in line with peers.</p> <p>Desired outcome would ensure disadvantaged pupils would achieve in reading and writing (EYFS) so attainment is in line with mathematics in the EY. Targeted intervention and CPD will be in place for support staff and teaching staff to ensure maximum impact of interventions.</p>	<p>Attainment data for pp chn to be in line with peers at the end of Foundation Stage.</p> <p>In year data for writing to be in line with reading and Maths in EYFS, KS1 and LKS2.</p> <p>Impact of interventions to indicate progress has been made for pupils within an intervention to ensure they are in line or better than PAG target.</p>
<p>C.</p>	<p>To ensure pupils in receipt of pupil premium funding attain in line with their non-pupil premium peers.</p> <p>Performance of chn in receipt in pupil premium to be in line or better with their peers based on previous year's data (see breakdown below of 18/19 data).</p> <p><u>EYFS:</u> (0 pupils)</p> <p><u>Year 1:</u> (3 pupils) R: Cohort (81%) Pupil Premium (67%) W: Cohort (72%) Pupil Premium (67%) M: Cohort (81%) Pupil Premium (67%)</p> <p><u>Year 2:</u> (7 pupils) R: Cohort (84%) Pupil Premium (72%) W: Cohort (73%) Pupil Premium (57%) M: Cohort (84%) Pupil Premium (71%)</p> <p><u>Year 3:</u> (9 pupils) R: Cohort (88%) Pupil Premium (78%) W: Cohort (71%) Pupil Premium (66%) M: Cohort (81%) Pupil Premium (67%)</p> <p><u>Year 4:</u> (9 pupils) R: Cohort (87%) Pupil Premium (89%) W: Cohort (89%) Pupil Premium (100%) M: Cohort (87%) Pupil Premium (89%)</p> <p><u>Year 5:</u> (5 pupils) R: Cohort (85%) Pupil Premium (80%) W: Cohort (82%) Pupil Premium (80%) M: Cohort (82%) Pupil Premium (60%)</p>	<p>Data tracking following half termly assessment input points indicates that chn in each cohort progress at least in line with their peers in reading, writing and maths.</p> <p>All leaders and class teachers to be aware of PAG targets and where pupils are at risk of not meeting these, intervention to be put swiftly in place, alongside development of QFWT through pupil progress meetings.</p> <p>Performance management targets to reflect class teacher accountability for all pupils making good levels of progress.</p>

	<p><u>Year 6: (4 pupils)</u> R: Cohort (81%) Pupil Premium (25%) W: Cohort (77%) Pupil Premium (50%) M: Cohort (83%) Pupil Premium (50%)</p> <p>Additional driver: to further identify pupils in receipt of pupil premium funding with the potential to achieve at a greater depth standard.</p> <p>Attainment to be measured through rigorous pupil progress meetings across the academy on a half termly basis; pupils will be identified and provision put into place by class teachers. Any interventions will be inputted into target tracker. Attainment and in-year progress of this group will be measured during pupil progress meetings and actions for further progression identified and implemented.</p>	
<p>D.</p>	<p>To ensure all pupils attend school regularly and with punctuality.</p> <p>Attendance for children in receipt of pupil premium rose from 94.22% to 96% during 2018-2019. The desired outcome is that with additional support and targeted actions by the Attendance and Behaviour Officer, the attendance for pupil premium chn will be maintained at 96%, with a view to reaching the the whole school target and level of 97%.</p> <p><u>2017/18</u> Whole School Attendance 96.22% Pupil Premium Attendance 94.22%</p> <p><u>2018/19</u> Whole School Attendance 97% Pupil Premium Attendance 96%</p> <p>Attendance to be measured with the Headteacher and Attendance and Behaviour Officer during weekly meeting to identify pupils who are at risk of a reduction in attendance.</p>	<p>Attendance to increase across the academy to the whole school target of 97%; chn in receipt of pupil premium to be in line with the whole school target of 97%.</p>
<p>E.</p>	<p>To support pupils who have additional social and emotional needs or vulnerabilities through the pastoral offer in the academy.</p> <p>A high proportion of our pupil premium children are tracked for varied vulnerabilities; through targeted support, pupil premium attainment to demonstrate the impact of additional pastoral support to ensure all chn make expected or greater progress based on their PAG targets.</p>	<p>Individual tracking document highlights the bespoke support in place for chn who have vulnerabilities – including those who are also pupil premium.</p> <p>Tracking half termly reading / comprehension age in addition to arithmetic should indicate an improvement in attainment.</p> <p>Development of relationships with families who require additional support; breakfast club uptake to increase.</p>
<p>F.</p>	<p>To support our pupils in raising their own aspirations through targeting parents to work with the academy in setting high expectations for all.</p>	<p>Attendance at celebration assemblies, class assemblies, showcases, INSPIRE events, coffee mornings, open mornings and parents evenings to increase through heightened promotion of events through Twitter feed, newsletters, posters, school</p>

	<p>Parent / carers' attendance in school – including parent information events / parents evenings / INSPIRE events to increase through increasing the range of workshops / open events on offer to parents. Develop parenting workshops 18/19 to focus on life skills.</p> <p>To work alongside the Children's University to raise aspirations of all pupils within the academy.</p>	<p>website. Develop the use of 'Primary futures' to invite a range of visitors into school from varied work places.</p> <p>Parents to register interest in scholarship programmes / academy leadership to support their child in raising aspirations 18/19.</p>
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5. Planned expenditure					
Academic year	2019 / 2020				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
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?
Pupils in receipt of pupil premium to attain in line with their peers within the Early Years, with a particular focus on pupils entering the setting below their peers.	Additional in class support hours: Nursery staff to spend afternoon sessions (2 hours x 5) working with small groups and focused on development of fine and gross motor skills to support language and communication development.	Evidence from the Early Years Toolkit indicates that early numeracy and communication and language approaches have a great impact on teaching and learning attainment.	Interventions will be tracked by SENCo and phase leaders half termly.	H Kimbley A Atkinson S Lockett	Half termly pupil progress meetings.
	Support staff hours across school.	Use of teaching assistants providing high quality feedback can add up to 8 months impact on learning according to the EEF toolkit for teaching and learning.	Subject leaders and phase leaders will ensure a comprehensive programme of CPD is in place for staff to ensure feedback and guided learning is effective.	Core subject leaders	Half termly pupil progress meetings.
	Additional booster sessions led by SLT members for identified children in Y2 and Y6.	One-to-one tuition took place in 18/19 with 6 pupils in Y6. 67% (4/6) of these pupils achieved RWM combined in KS2 SATs. 83% (5/6) achieved ARE in Reading; 100% in Grammar, 83% (5/6) in Maths and 100% (6/6) in writing.	Deputy Headteacher and Headteacher will identify pupils at risk of not attaining a minimum 100 scaled score based on PAG prediction of 98/99. Resources to be ordered and intervention organised for after school.	L Eke	Ongoing attainment tracking.

<p>To ensure pupils in receipt of pupil premium funding attain in line with their non-pupil premium peers.</p>	<p>Teaching Assistant staff to each be assigned to two pupil premium chn in the classroom; focus on building a positive working relationship, completing priority readers, supporting with homework and developing social and emotional welfare through regular talk and 'catch up' sessions. 10 minute daily catch up x 2 pupils.</p>	<p>Targeted support from Teaching Assistants has supported pupils in their pastoral needs, with their attendance and academically. Teaching assistants support in the tracking smaller steps of progress for all pupils which is documented on the impact document.</p>	<p>All staff will be informed of who their target children are during INSET on 3rd September, 2019.</p> <p>Support staff will have their target chn form part of their performance management targets; pupil progress meetings will ensure rigorous tracking is in place for all pupils.</p>	<p>A Berry L Eke</p> <p><u>Phase Leaders</u> A Atkinson S Lockett H Kimbley</p>	<p>Half termly pupil progress meetings.</p> <p>Targeted monitoring.</p>
	<p>To identify pupil premium children who have the ability / potential to be attaining at a greater depth standard across areas in the curriculum.</p>	<p>Early identification of pupils in receipt of pp who can attain at a higher level to be in place. Pupils to be exposed to higher level curriculum content. Guidance and feedback to be used to conference with targeted pupils in order to drive and support immediate improvements to outcomes, which in turn will maximise the effectiveness of guidance and feedback offered.</p>	<p>A higher proportion of pupils will attain at a higher standard across the academy.</p>	<p>Phase leaders Core subject leaders Class teachers</p>	<p>Half termly pupil progress meetings.</p> <p>Targeted monitoring.</p>
Total budgeted cost					<p>£49,300</p> <p>Additional costings paid within school budget.</p>

ii. Targeted support					
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?
Behaviour incidents and/or exclusion figures for chn in receipt of pupil premium to remain in line with figures from 2018 – 2019.	Learning Mentor and Attendance and Behaviour Officer to identify pupils at risk of or have experienced exclusion from school.	In 18/19, there were 0 episodes of exclusion within the academy, this is a significant improvement from 17/18 where 13.5 days were lost to exclusion, with 7 children responsible for these days. (3 of whom were pupil premium). Through the use of pastoral support, intervention and positive behaviour policies, this has been a successful use of spend.	Directed time provided within timetables to ensure interventions groups for identified children are in place.	S Brown E Johnson	Half termly behaviour incident and exclusion report.
	Targeted intervention (including Lego Therapy) to be put in place and impact on exclusion data to be monitored by the Learning Mentor and Attendance and Behaviour Officer on a half termly basis. Targeted playtime and lunchtime roles, routines and activities to be established. Additional clubs including lego therapy, cross stitch, colouring club, book club and library to target pupils.	Behaviour incidents have been reduced over the course of 18/19; in order to continue this work, the learning mentor and behaviour officer will put specific intervention in place and academy leaders will be developed and trained to support the play during academy 'free time'.	Dedicated time for parents / carers to be invited into school and updated on progress of intervention and the impact on behavioural choices and incidents within school. Resources for behavioural interventions and playtime equipment to be audited in school and additional resources ordered if required. Regular meetings held between Attendance and Behaviour Officer, Deputy Headteacher and Headteacher to monitor behaviour incidents and actions swiftly put into place.	S Pyrah S Brown E Johnson E Johnson L Eke A Berry E Johnson Teachers Support Staff	Termly reviews

<p>To support pupils who have additional social and emotional needs or vulnerabilities through the pastoral offer in the academy.</p>	<p>Learning Mentor deployed to work closely with targeted families identified through the academy vulnerable list – many of whom are also in receipt of pupil premium.</p>	<p>See impact document 18/19 for individual impact for disadvantaged children.</p>	<p>Performance management to reflect welfare, attendance and parental engagement for disadvantaged pupils.</p> <p>Regular reviews of the Vulnerable list with the H, DH and learning mentor.</p> <p>Pupil voice to monitor the impact and effectiveness of interventions to support the welfare of identified pupils.</p>	<p>S Brown E Johnson</p>	<p>Half termly update of the vulnerable list.</p> <p>Half termly Headteachers report to reflect number of sessions offered to parents and number of take-up places.</p>
	<p>Learning Mentor and Attendance and Behaviour Officer to develop a programme of life skill workshops for parents throughout the academic year including opportunities to develop life skills e.g. cooking / budgeting.</p>	<p>Considerations for alternate ways to engage parents in school in addition to previously offered events and workshops – these have previously included writing courses and take up on these has been low.</p>	<p>Pastoral team performance management to include targets for raising parental engagement across the academy.</p> <p>Parent voice.</p> <p>OFSTED parent views.</p>	<p>L Eke</p>	<p>Half termly subject leader monitoring time.</p>
	<p>To develop a partnership with Children’s University to support pupils in raising their aspirations.</p> <p>To embed the wellbeing teams in school with a focus on pupil mental health.</p>	<p>Development of careers education through the Children’s University to enable pupils to believe in themselves and raise their own aspirations.</p> <p>The partnership with Future in Minds and Kings Way church intervention groups is having a positive impact on pupils’ wellbeing and enjoyment for learning. – pupil voice 2018 – 2019.</p>		<p>L Eke S Lockett</p>	
Total budgeted cost					£2500
iii. Other approaches					
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?

<p>To ensure all pupils attend school regularly and with punctuality.</p>	<p>Deployment of the Attendance and Behaviour Officer to monitor key individuals whose attendance drops below the Academy threshold.</p> <p>Families to be prosecuted for poor attendance.</p> <p>Development of Early Birds club – targeting chn who are at risk of poor attendance / lateness.</p> <p>Regular attendance updates for parents – half termly attendance available for all parents.</p> <p>Attendance to feature heavily on the weekly academy newsletter to highlight this is a key academy priority.</p>	<p><u>2018/2019</u> Attendance figures for pupils in receipt of pupil premium indicate:</p> <p><i>Whole school: 97%</i> <i>Pupil Premium: 96%</i></p> <p>Attendance data has improved from 94.22% in 17/18 to 96% this year; the gap between pupil premium students and whole school attendance is 1%.</p> <p>The above indicates the work of the Attendance and Behaviour Officer has been effective in driving attendance for both pp and non-pp students.</p>	<p>Weekly attendance review meetings held between the Attendance and Behaviour Officer, Learning Mentor and Headteacher to highlight and monitor pupil attendance to ensure swift action is taken.</p> <p>Attendance and Behaviour Officer to continue working closely with the EWO to issue fines for families failing to adhere to attendance boundaries in school. Targeted Early Birds club to offer exciting opportunities to engage pupils and parents to attend school at a slightly earlier time to ensure pupils are registered and begin lessons promptly.</p> <p>Parents of pupils whose attendance and/or punctuality to school is seen to be dropping to be invited into school for meetings with the Attendance and Behaviour Officer.</p> <p>Newsletter to be reorganised to allow for attendance celebration to take place.</p>	<p>E Johnson S Brown A Berry E Johnson</p>	<p>Weekly attendance review meetings.</p> <p>Weekly and half termly attendance reports.</p>
<p>To support our pupils in raising their own aspirations through targeting parents to work with the academy in setting high expectations for all.</p>	<p>Develop ‘showcases’ across the curriculum where parents are invited into school to see the achievements of their child and other pupils.</p> <p>Develop the use of Children’s University to create a calendar of visitors into school to talk about reaching for goals / encouraging chn to consider their future paths and dreams in the hope of raising pupils’ aspirations.</p> <p>Learning Mentor and Attendance and Behaviour Officer to develop a programme of workshops for parents throughout the academic year – including ‘life skills’ sessions: cooking, budgeting and eating healthily would help the most vulnerable parents – and benefit their children too.</p>	<p>To reduce the barrier between parents and school by offering a wider range of reasons and opportunities for parents to engage with the academy.</p> <p>To ensure all pupils have the opportunity to meet individuals who work in a range of different occupations which will, in turn, develop the future aspirations of our pupils; this will form a natural progression from Careers Weeks held previously.</p> <p>Parents report the life skills sessions held in 18/19 were worthwhile – see parent feedback gathered following these events. To continue to engage parents in this way.</p>	<p>Twitter and Newsletters to share events and celebrate successes; ensure quality teaching in place for the end result and ‘purpose’ to be engaging for parents. Offer range of times to include all parents.</p> <p>Key Stage Leaders to organise events for their key stages; pupil voice to take place to draw upon the impact of this work. Parents invited in to see the outcome of this work and in turn, support their child through school.</p> <p>Monitor numbers and target parents to ensure take up is higher than previous years. Newsletters and twitter to share the events calendar in school.</p>	<p>All subject leaders. L Eke E Johnson SBrown EJohnson</p>	

	<p>Develop range of 'real life' visits and include parents too.</p> <p>Pupils identified as able, gifted or talented to have additional provision put in place / offers of additional opportunities to enable these chn to excel (particular focus on pp chn attaining GDS).</p>	<p>Programme of PHSE to be progressive and develop with age range to prepare chn for life beyond primary school – this will work in hand with the Values Based Education curriculum in place.</p> <p>Raise aspirations and attainment by providing support and guidance for parents/carers at home – reduce the requirement for parents to feel support is available for both home and school.</p> <p>To ensure pupils who are able to achieve at a higher standard are sufficiently challenged in all aspects of the curriculum.</p>	<p>PHSE monitoring calendar in place; pupil voice.</p>	<p>All subject leaders</p> <p>SLockett E Johnson</p>	
Total budgeted cost					£1000

6. Review of expenditure :				
Previous Academic Year		2018 - 2019		
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)	Cost
<p>Desired outcomes are for pupils in receipt of pupil premium to achieve GLD in EY aspects – including reading, writing and maths to be in line with peers.</p> <p>Desired outcome would ensure disadvantaged pupils would achieve in writing (EYFS) and maths so attainment is in line with reading; targeted intervention and CPD will be in place for support staff and teaching staff to ensure maximum impact of interventions.</p>	<p>Rigorous tracking of pupils through provision mapping to ensure personalised support is identified and in place for each pupil, with regular reviews.</p> <p>Parental engagement in the EY to ensure key messages are communicated at the earliest stage for parents.</p> <p>A comprehensive CPD package for support staff led by the HT.</p>	<p>There were no chn in receipt of pupil premium in F2 this year, however this year the school achieved 79% GLD; 90% Reading, 86% Writing and 93% Maths.</p> <p>Pupil premium review (see long report for feedback and action plan completed following this review).</p>	<p>To further develop the outdoor area to target pupils who did not attain GLD in core areas of the EY curriculum.</p> <p>To continue developing communication lines in the EY to share the importance of early skills to parents.</p>	

<p>Performance of chn in receipt in pupil premium to be in line with their peers based on previous year's data (see breakdown below).</p> <p>Attainment to be measured through rigorous pupil progress meetings across the academy on a half termly basis; pupils will be identified and provision put into place by class teachers. Any interventions will be inputted into target tracker. Attainment and in-year progress of this group will be measured during pupil progress meetings and actions for further progression identified and implemented.</p>		<p><u>17/18 Data – see progress made by each class over the academic year.</u></p> <p>EYFS: (2 pupils) 18/19 no pp. GLD: Cohort (73%) Pupil Premium (100%) R: Cohort (91%) Pupil Premium (100%) W: Cohort (75%) Pupil Premium (100%) M: Cohort (93%) Pupil Premium (100%)</p> <p><i>1 pp child left the academy this year, 1 pupil was classed as pp this year who was not the previous year.</i></p> <p>Year 1: (7 pupils) R: Cohort (82%) Pupil Premium (57%) W: Cohort (80%) Pupil Premium (57%) M: Cohort (86%) Pupil Premium (57%)</p> <p>Year 2: (9 pupils) R: Cohort (87%) Pupil Premium (78%) W: Cohort (79%) Pupil Premium (56%) M: Cohort (81%) Pupil Premium (67%)</p> <p>Year 3: (12 pupils) R: Cohort (87%) Pupil Premium (67%) W: Cohort (74%) Pupil Premium (58%) M: Cohort (80%) Pupil Premium (75%)</p> <p><i>Current Y4 is a considerable improvement (R 89%; writing 100%; maths 89% for pp chn)</i></p> <p>Year 4: (4 pupils) R: Cohort (93%) Pupil Premium (75%) W: Cohort (85%) Pupil Premium (75%) M: Cohort (85%) Pupil Premium (75%)</p> <p>Year 5: (3 pupils) R: Cohort (93%) Pupil Premium (67%) W: Cohort (83%) Pupil Premium (0%) M: Cohort (90%) Pupil Premium (33%)</p> <p><i>There are 4 pupils classed as pp (18/19) rather than 3. Number of pupils achieving in R and M remains the same as the previous year, 2 out of the 4 achieved EXS in writing compared to 0 in 17/18.</i></p> <p>Every cohort's data for disadvantaged pupils has either remained stable or improved when compared to the previous year.</p>	<p>To continue the rigorous tracking in place for these pupils.</p> <p>To continue identifying pupils who are able to make accelerated progress.</p> <p>To ensure pp forms part of teaching staff performance management 19/20 to raise accountability for pupil progress.</p>
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<p>The attendance for pupil premium chn will raise to the whole school target of 96%.</p>	<p>Developing relationships with families / parents. Development of the environment to ensure the message of attendance is clear for all within the academy.</p> <p>Relentless monitoring / tracking to ensure pupils' attendance is at the forefront of work completed by pastoral team.</p> <p>Support staff in place with allocated pupils – monitor attainment, attendance and pastoral care to ensure pupils attend school, are happy and attain well.</p>	<p>With additional support and targeted actions by the Attendance and Behaviour Officer, pupil premium attendance has remained above 96% this academic year.</p>	<p>Continue with this rigorous approach to managing pupil attendance.</p>	
<p>ii. Targeted support</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>Parent / carers' attendance in school – including parent information events / parents evenings / INSPIRE events to increase through increasing the range of workshops / open events on offer to parents. Develop parenting workshops 18/19 to focus on life skills.</p> <p>Increase the proportion of families supported by the learning mentor and attendance and behaviour officer from 17/18: 70 families and pupils; 36% of these being disadvantaged.</p>	<p>Life skills sessions have been implemented this year to teach pupils age-appropriate skills that some children may miss out on at home.</p> <p>Regular contact with the pastoral team to offer support to parents / families who require this.</p>	<p>The proportion of families attending events in school has increased when compared to previous events in 17/18. Last year, 58 families were supported by the pastoral team, 55% of these were from disadvantaged families.</p>	<p>Next year, life skills sessions to continue, however to further develop and enhance pupils' aspirations, the academy will collaborate with the Children's University from Wakefield College during 19/20 to raise aspirations and complete careers-based education for all pupils in different sectors.</p>	

<p>The desired outcome would be to reduce the whole school exclusion figure to 2% (previously 3%) with chn in receipt of pupil premium accounting for > 2% of the exclusion data. Reduction in the number of days chn are excluded to prevent loss of learning time.</p>	<p>Use of pastoral team to ensure needs of pupils vulnerable to exclusion or involvement in behavioural incidents are met.</p> <p>Embedding behaviour policy which was implemented during 2017 – 2018.</p>	<p>There were 0 days lost to exclusion this year, therefore no pupil premium children accounted for any days of lost learning.</p>	<p>Continue embedding this approach throughout 2019-2020.</p>	
<p>A high proportion of our pupil premium children are tracked for varied vulnerabilities; through targeted support, pupil premium attainment to demonstrate the impact of additional pastoral support to ensure all chn make expected or greater progress based on their PAG targets.</p>	<p>Rigorous tracking, identification of barriers to allow for bespoke provision maps to be implemented for the children who are in receipt of pupil premium. Progression documents have been created to track the progress of pupils against their prior attainment which has enabled chn to be identified as having the potential to attain at a higher level.</p>	<p><u>Progress data for 18/19 indicates:</u></p> <p>94% of pupils made at least expected progress in reading (36/38 pupils). With 1 pupil identified and supported to be making accelerated progress.</p> <p>97% of pupils made at least expected progress in writing (37/38 pupils). With 3 pupils identified and supported to be making accelerated progress.</p> <p>97% of pupils made at least expected progress in maths (37/38 pupils). With 3 pupils identified and supported to be making accelerated progress.</p>	<p>This will remain a focus next year.</p>	

iii. Other approaches				
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
7. Additional detail				
See Pupil Premium Review report and action plan for further information.				