

Aylesham Primary School Pupil Premium Strategy Statement 2017-2018

1. Summary information						PLEASE SCROLL TO THE BOTTOM FOR THE IMPACT REVIEW OF THIS STATEMENT					
School	Aylesham Primary School										
Academic Year	2017-2018	Total PP budget			£117,360	Date of most recent PP Review			September 2017		
Total number of pupils	228	Number of pupils eligible for PP			88	Date for next internal review of this strategy			September 2018		

2. Attainment Overview – Outcomes – end of 2017									
Early Years Foundation Stage Total Number of Pupils: 35 Total Number eligible for PP: 9 = 25.7%	2017 - Final								
	School			Kent			National		
	All Pupils	Pupils eligible for PP	Pupils not eligible for PP	All Pupils	Pupils eligible for PP (similar schools)	All Pupils	Pupils not eligible for PP.	Pupils eligible for PP	
% Good Level of development	71%	33%	85%	74%	58%	71%	73%	73%	
% Exceeding or Expected Literacy Goals:									
Reading	71%	33%	85%	80%	73%	77%	80%	80%	
Writing	71%	33%	85%	77%	70%	73%	76%	76%	
% Exceeding or Expected Maths Goals:									
Numbers	74%	44%	85%	82%	76%	79%	81%	81%	
Shape, Space & Measures	74%	44%	85%	85%	78%	82%	84%	84%	

Phonics Year 1 – Number of pupils: 36 Number eligible for PP: 11 = 30.6% Year 2 Retakes – Number of pupils: 11 Number eligible for PP: 5 = 45.5%	<i>2017 - Provisional</i>						
	School			Kent		National	
	All Pupils	Pupils eligible for PP	Pupils not eligible for PP	All Pupils	Pupils eligible for PP	All Pupils	All pupils eligible for PP.
% of year 1 pupils scoring 32+	78%	64%	84%	82%	70%	81%	84%
% of Year 2 retakes scoring 32+	81.8%	60%	100%	60%	56%	62%	
End of Key stage 1 – 2017							
Total Number of Pupils: 36 Total Number eligible for PP: 12 = 33.3%	<i>2017 - Final</i>						
	School			Kent		National	
	All Pupils	Pupils eligible for PP	Pupils not eligible for PP	All Pupils	Pupils eligible for PP	All Pupils	All pupils eligible for PP.
Reading % Expected Standard +	78%	67%	83%	79%	65%	76%	79%
Writing % Expected Standard +	78%	67%	83%	72%	57%	68%	72%
Maths % Expected Standard +	72%	67%	75%	78%	65%	75%	79%
Reading % Greater Depth	17%	8%	21%	26%	13%	25%	28%
Writing % Greater Depth	8%	0%	13%	17%	8%	16%	18%
Maths % Greater Depth	8%	0%	13%	21%	10%	21%	23%

End of Key Stage 2 – 2017 Total Number of Pupils: 28 Total Number eligible for PP: 15 = 53.6%	<i>2017 - Final</i>						
	School			Kent		National	
	All Pupils	Pupils eligible for PP	Pupils not eligible for PP	All Pupils	Pupils eligible for PP	All Pupils	All pupils eligible for PP.
<i>R/W/M % Expected Standard +</i>	64%	47%	85%	64%	48%	61%	67%
<i>R/W/M % Higher Standard</i>	4%	8%	0%	9%	3%	9%	11%
<i>Reading % Expected Standard +</i>	64.3%	46.7%	84.6%	74%	60.6%	71%	77%
<i>Reading % High Score (110+)</i>	17.9%	20%	15.4%	27%	15.8%	25%	29%
<i>Writing % Expected Standard +</i>	93%	87%	100%	80%	68%	76%	81%
<i>Writing % Greater Depth</i>	14%	13%	15%	19%	10%	18%	21%
<i>GPS % Expected Standards +</i>	61%	40%	85%	76%	62%	77%	-
<i>GPS % High Score (110+)</i>	18%	13%	23%	30%	17%	31%	-
<i>Maths % Expected Standard+</i>	71%	53%	92%	76%	62%	75%	80%
<i>Maths % High Score (110+)</i>	7%	7%	8%	23%	11%	23%	27%
<i>Reading Average Scaled Score</i>	102	98.9	105.4	105	101.7	104	-
<i>GPS Average Scaled Score</i>	102.8	100.1	-	106	102.8	106	-
<i>Maths Average Scaled Score</i>	101.1	98.6	-	104	101.3	104	-

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school)*

A.	High deprivation area which increases the amount of pupils needing SALT input on entry and slows progress in other years.
B.	Reduced reading comprehension skills due to limited vocabulary and language acquisition.
C.	Spelling as a barrier to writing attainment which particularly affects performance in the spelling element of the GPS test.
D.	Reduced reasoning skills due to lower language acquisition resulting in lower attainment in maths.
E.	A number of pupils from disadvantaged backgrounds also have additional needs that reduce their rates of progress.

External barriers *(issues which require action outside school)*

F.	Parental engagement for some PP pupils is not as strong as for other pupils, (i.e. completion of homework and reading at home) and this affects attainment.
G.	High levels of family support required across the school community resulting in pupils who are emotionally and socially vulnerable and less likely to thrive academically.

4. Desired outcomes *(Desired outcomes and how they will be measured)*

Success criteria

A.	Upon entry, pupil's SALT needs are swiftly identified and high quality provision is put in place enabling the attainment gap between PP and other pupils to diminish within communication and reading.	High quality SALT provision is in place evidenced through monitoring rounds and Speech and Language Link assessments. Barriers to learning are removed and identified pupils meet age related expectations in communication and reading.
B.	Attainment gap in reading is diminished between PP and Other pupils in all year groups.	Target Tracker to show diminishing differences between 'Disadvantaged' and Other pupils throughout the school, taking into account individual pupils' varied starting points and cognitive ability.

C	Attainment gap is diminished between PP children & Other pupils in GPS for pupils with similar starting points.	Pupils eligible for PP achieve age related expectations in GPS and writing in line with pupils with similar starting points.
D.	Increased confidence in reasoning in Maths results in an increase in PP children achieving the expected Standard at KS2.	Pupils eligible for PP achieve age related expectations in Maths in line with pupils with similar starting points.
E.	PP children with additional needs continue to make good progress which is tracked appropriately.	Key strategies are in place for PP children with additional needs resulting in accelerated progress or appropriate progress in line with starting points or SEN requirements.
F.	Parents engaging with school staff in developing learning partnership between home and school, to include increased home reading, homework completion and attendance at information events.	<p>Parents will be able to access in school support to enable them to support their children at home.</p> <p>PP pupils reading attainment to be in line with non-PP pupils.</p> <p>Increase number of parents attending events in school to support learning at home e.g. stay and play, stay and read, meet the teacher expectation evenings, Parents evening.</p> <p>Increase the number of pupils completing home learning.</p>

G.	<ul style="list-style-type: none"> • Pupils eligible for the PP experiencing interruptions in their emotional and social wellbeing are identified and supported enabling pupils to continue to make progress. • Family Liaison Officer effectively supports vulnerable families. • Attendance rates for pupils eligible for the PP increase. 	<p>Pupils make expected progress despite experiencing interruptions in their emotional and social wellbeing.</p> <p>Vulnerable families receive the support that they need and children are able to re-engage with their learning.</p> <p>The number of persistent absentees among pupils eligible for PP is reduced. PP attendance improves overall and is in line with 'other' pupils.</p>
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5. Planned expenditure

Academic year	2017-2018
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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?
A. Upon entry, pupil's SALT needs are swiftly identified and high quality provision is put in place enabling the attainment gap between PP and other pupils to diminish in reading.	<ul style="list-style-type: none"> • Speech & Language Link Screening tool • Language Enrichment provision • Specialist Speech & Language TA 	<p>The EEF Toolkit highlights that the evidence suggests that early year's intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.</p> <p>Early language deficits, word gaps and poor vocabulary hugely disadvantage children from the outset in terms of academic performance. The EEF Early Years Toolkit evidences that communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills their expressive vocabulary and their</p>	<ul style="list-style-type: none"> • TA receives ongoing CPD • All Reception children are screened on entry. • Results of screening are used to target 1:1, small group and whole class support. • Delivery of provision is consistent and timetabled. • Provision is reviewed regularly • Targeted on SDP 	ZA - SENCO	Dec 2017 April 2018 July 2018 Good practice determines that ongoing min-reviews take place regularly.

		<p>early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged background</p> <p>The Language enrichment project will provide carefully designed opportunities for children to meet, engage with and maintain a healthy relationship with an increasingly complex body of words enabling identified pupils to attain age related expectations in reading.</p>			
	<p>Cost: £12,019</p>				
<p>B. Attainment gap in reading is diminished between PP and Other pupils in all year groups.</p>	<ul style="list-style-type: none"> • Vocabulary development and enrichment • BRP reading provision. • PiXL reading 	<p>The EEF Toolkit highlights that overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. Oral language approaches include: Targeted reading aloud and discussing books with young children Explicitly extending pupils' spoken vocabulary The use of structured questioning to develop reading comprehension</p> <p>Vocabulary development & enrichment, BRP and PiXL reading uses all of the approaches of the Oral Language Intervention.</p>	<ul style="list-style-type: none"> • Word of the week is launched and monitored by the English Lead. • All staff receive training on the explicit teaching of vocabulary. • BRP is timetabled and consistently delivered. • PiXL tools have identified Key Marginal pupils and specific provision is in place to support. • Targeted on SDP 	<p>AC –English Lead</p> <p>BRP & PiXL = ZA - SENCO</p>	<p>Termly Pupil Progress meetings (6x per year)</p>
	<p>Cost:£19,514</p>				

<p>C. Attainment gap is diminished between PP children & Other pupils in GPS for pupils with similar starting points.</p>	<ul style="list-style-type: none"> • PiXL Provision • Additional KS2 intervention teacher <p>Cost:£13,734</p>	<p>PiXL's tailored programmes provide a wealth of reading, writing and maths classroom strategies and resources and bring school leaders and specialists together at regular conferences to share ideas and support. It is a proven approach that targets provision specifically to improve the combined attainment measure of vulnerable learners.</p> <p>Quality First Teaching is the first step towards achieving excellent outcomes for all learners; therefore we want to offer high quality teaching to these pupils to increase progress.</p>	<ul style="list-style-type: none"> • Using the PiXL Language of Assessment identify the A, E1 and E2, B1 and B2 groups for GPS. • Identify the key marginal group • RAG the Key Marginal group using the PLC's for the priority characteristics. • Develop a plan for closing gaps in learning using the PLC's • PiXL provision is consistently delivered. • Intervention teacher provides targeted support. 	<p>AC – English Lead ZA - SENCO</p>	<p>Termly Pupil Progress meetings (6x per year)</p>
<p>D. Increased confidence in reasoning in Maths results in an increase in PP children achieving the expected Standard at KS2.</p>	<ul style="list-style-type: none"> • PiXL Provision • Additional KS2 intervention teacher • Maths lead training & support <p>Cost:£23,500</p>	<p>PiXL's tailored programmes provide a wealth of reading, writing and maths classroom strategies and resources and bring school leaders and specialists together at regular conferences to share ideas and support. It is a proven approach that targets provision specifically to improve the combined attainment measure of vulnerable learners.</p> <p>Quality First Teaching is the first step towards achieving excellent outcomes for all learners; therefore we want to offer high quality teaching to these pupils to increase progress.</p>	<ul style="list-style-type: none"> • Using the PiXL Language of Assessment identify the A, E1 and E2, B1 and B2 groups for Maths • Identify the key marginal group • RAG the Key Marginal group using the PLC's for the priority characteristics. • Develop a plan for closing gaps in learning using the PLC's • PiXL provision is consistently delivered. • Intervention teacher provides targeted support. 	<p>LP – Maths Lead</p>	<p>Termly Pupil Progress meetings (6x per year)</p>

<p>E. PP children with additional needs continue to make good progress which is tracked appropriately.</p>	<ul style="list-style-type: none"> • Whole staff training • Additional support staff • PiXL <p>Cost: £12,534</p>	<p>Targeted and specific professional development will upskill staff, improve QFT which will impact on pupil outcomes.</p> <p>The effective and strategic deployment of support staff will maximise pupil participation and improve outcomes. This way of working has had a proven success rate across the school thus far.</p> <p>PiXL tools will identify vulnerable pupils and tailor support designed to meet specific learning needs.</p>	<ul style="list-style-type: none"> • Whole staff training is delivered around Communication & interaction – the most predominant need across the school • Using the PiXL Language of Assessment identify the A, E1 and E2, B1 and B2 groups for Maths • Identify the key marginal group • RAG the Key Marginal group using the PLC's for the priority characteristics. • Develop a plan for closing gaps in learning using the PLC's • PiXL provision is consistently delivered. • Support staff are strategically deployed. 	<p>ZA - SENCO</p>	<p>Termly Pupil Progress meetings (6x per year)</p>
Total budgeted cost					£87,494

<p>G. Pupils eligible for the PP experiencing interruptions in their emotional and social wellbeing are identified and supported enabling pupils to continue to make progress.</p> <p>Family Liaison Officer effectively supports vulnerable families.</p> <p>Attendance rates for pupils eligible for the PP increase.</p>	<ul style="list-style-type: none"> Thrive approach 	<p>We have evaluated and witnessed the significant impact that the Thrive programme has had in supporting children experiencing emotional and social interruptions; therefore, we would like to develop a whole school systematic approach to the early identification of emotional development need in children so that differentiated provision can be put in place quickly. Thrive is a preventative and reparative approach which enables children to re-engage with their learning.</p>	<ul style="list-style-type: none"> Staff training Clear action plan Whole school approach Parental awareness and understanding of approach Identified pupils profiled regularly to maximise impact. Thrive timetable established Targeted within the School Development Plan. 	<p>ZA – SENCO</p>	
	<ul style="list-style-type: none"> Project 95 (attendance) 	<p>Project 95 was used successfully as an initiative last academic year. As a result communication improved between parents/carers and school regarding attendance and punctuality and we now have a robust school policy on attendance. Additionally, evidence shows that when children attend school regularly without constant breaks, they make greater progress. Children who attend school make better friendships, take more ownership in their learning and are more confident.</p>	<ul style="list-style-type: none"> Whole school awareness Appropriate families identified Team approach involving HT, Attendance officer, Family Liaison Officer and School Liaison Officer Protected time allocated for meetings and monitoring of attendance Impact measured regularly Ongoing monitoring of PP children under the scheme to take place. 	<p>IR – HT</p>	
	<ul style="list-style-type: none"> Family Liaison Officer <p>Cost: £17,467</p>	<p>Parental influences have a powerful effect upon children's attitudes, achievements and life outcomes. The role of the FLO is to assist in tackling underachievement by working in partnership with families, parents, carers and pupils in a school context to enable pupils, particularly the most disadvantaged, to have full access to educational opportunities and overcome barriers to learning and participation. The FLO works directly with parents in a non-judgmental way empowering them and their families</p>	<ul style="list-style-type: none"> FLO is a visible presence Vulnerable families are known to the FLO and receive the right support. FLO delivers support and training that directly impacts the school community. FLO engages families to attend whole school events. 	<p>KS - DHT</p>	
Total budgeted cost					£29,866

6. Review of expenditure – 2017– 2018

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>A. Upon entry, pupil's SALT needs are swiftly identified and high quality provision is put in place enabling the attainment gap between PP and other pupils to diminish in reading.</p>	<ul style="list-style-type: none"> • Speech & Language Link Screening tool • Language Enrichment provision • Specialist Speech & Language TA 	<p>All pupils were screened on entry and as a result of the screening high quality provision was able to be put in place in order to provided targeted 1:1, small group and whole class support.</p> <p><u>EYFS - ELG Reading</u></p> <p>83 % of pupils eligible for the PPG attained the ELG for reading.</p> <p><u>EYFS – ELG –Listening & Attention</u></p> <p>83% of pupils eligible for the PPG attained the ELG for listening and attention</p> <p><u>EYFS – ELG – Speaking</u></p> <p>100% of pupils eligible for the PPG attained the ELG for speaking.</p>	<p>This will continue as it is proving effective in targeting support upon entry for identified pupils.</p> <p>Next steps:</p> <p>To ensure that concepts secured in provision translate more effectively into the whole class setting.</p>

B.
Attainment gap in reading is diminished between PP and Other pupils in all year groups.

- Vocabulary development and enrichment
- BRP reading provision.
- PiXL reading

In order to secure key reading skills, the English lead implemented a 'Reading Toolkit' across the school.

'Word of the Week' has also been implemented and is a visible presence in all classrooms providing much needed vocabulary development and enrichment.

The English lead has trained all staff in the delivery of whole class guided reading sessions using the reading toolkit to specifically target key reading skills in a progressive manner in each year group.

The impact of these initiatives can be seen in the whole school progress data.

End of 2018 – In Year Whole School Reading data

	Disadvantaged			
	No	% at or above ARE	% above ARE	Sum 2 to Sum 2
Y1	10	70	0	6.2
Y2	9	66.7	11.1	5.1
Y3	10	80	0	6.2
Y4	12	91.7	0	5.9
Y5	15	73.3	0	5.3
Y6	15	60	13.5	6

Reading will continue to be a whole school focus and key reading initiatives need further time to embed in order to maximise progress and attainment.

Next steps:

To embed and further enhance the 'Reading Toolkit' to ensure key reading skills are consolidated and mastered across the school.

To ensure that reading initiatives impact reading attainment.

	All Pupils			
	<i>No</i>	% at or above ARE	% above ARE	Sum 2 to Sum 2
Y1	38	84.2	18.4	6.2
Y2	36	80.6	16.7	5.5
Y3	37	78.4	0	5.7
Y4	27	81.5	0	5.9
Y5	22	81.3	0	5.6
Y6	28	67.9	17.9	6.1

Across the school pupils eligible for the PPG progress in line with all other pupils in years 1, 4, 5 and 6, but make better than expected progress in years 2 and 3.

EYFS - ELG Reading

83 % of pupils eligible for the PPG attained the ELG for reading.

KS1 Reading Outcomes

All pupils	78%
Disadvantaged	55%
Non-Disadvantaged	88%

KS2 Reading Outcomes

All pupils	68%
Disadvantaged	63%
Non-Disadvantaged	75%

<p>C. Attainment gap is diminished between PP children & Other pupils in GPS for pupils with similar starting points.</p>	<ul style="list-style-type: none"> • PiXL Provision • Additional KS2 intervention teacher 	<p><u>KS2 GPS Outcomes.</u></p> <table border="1" data-bbox="797 129 1070 292"> <tr> <td>All pupils</td> <td>86%</td> </tr> <tr> <td>Disadvantaged</td> <td>88%</td> </tr> <tr> <td>Non-Disadvantaged</td> <td>83%</td> </tr> </table>	All pupils	86%	Disadvantaged	88%	Non-Disadvantaged	83%																																																							
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<p>D. Increased confidence in reasoning in Maths results in an increase in PP children achieving the expected Standard at KS2.</p>	<ul style="list-style-type: none"> • PiXL Provision • Additional KS2 intervention teacher • Maths lead training & support 	<p>KS2</p> <p>Pupil Premium = 15 pupils</p> <p>Maths 60% achieved expected standard and 7% achieved Greater Depth</p>																																																													
<p>E. PP children with additional needs continue to make good progress which is tracked appropriately.</p>	<ul style="list-style-type: none"> • Whole staff training • Additional support staff • PiXL 	<p>All PP pupils with additional needs have had their needs identified and are receiving targeted support in order to maximise progress and attainment.</p> <p>Pupils with SEN needs have Personalised Plans in place and clear Outcomes and small steps targets have been identified.</p> <p><u>% Of SEND Pupils on track to achieve Outcomes on Personalised Plans</u></p> <table border="1" data-bbox="797 1150 1435 1481"> <thead> <tr> <th colspan="2"></th> <th>All Outcomes</th> <th>> 50%</th> <th><50%</th> <th>None</th> </tr> </thead> <tbody> <tr> <td colspan="2"></td> <td colspan="4" style="text-align: center;">December 2017</td> </tr> <tr> <th>Yr.</th> <th>No:</th> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>5</td> <td></td> <td></td> <td>60% (3)</td> <td>40% (2)</td> </tr> <tr> <td>2</td> <td>4</td> <td></td> <td>50% (2)</td> <td>25% (1)</td> <td>25% (1)</td> </tr> <tr> <td>3</td> <td>4</td> <td>50% (2)</td> <td>25% (1)</td> <td>25% (1)</td> <td></td> </tr> <tr> <td>4</td> <td>3</td> <td></td> <td></td> <td>66.7% (2)</td> <td>33.3% (1)</td> </tr> <tr> <td>5</td> <td>2</td> <td></td> <td></td> <td>50% (1)</td> <td>50% (1)</td> </tr> <tr> <td>6</td> <td>3</td> <td>33.3% (1)</td> <td>66.7 (2)</td> <td></td> <td></td> </tr> <tr> <td colspan="2">Overall</td> <td>14.3% (3)</td> <td>23.8% (5)</td> <td>38.1% (8)</td> <td>23.8% (5)</td> </tr> </tbody> </table>			All Outcomes	> 50%	<50%	None			December 2017				Yr.	No:					1	5			60% (3)	40% (2)	2	4		50% (2)	25% (1)	25% (1)	3	4	50% (2)	25% (1)	25% (1)		4	3			66.7% (2)	33.3% (1)	5	2			50% (1)	50% (1)	6	3	33.3% (1)	66.7 (2)			Overall		14.3% (3)	23.8% (5)	38.1% (8)	23.8% (5)	
		All Outcomes	> 50%	<50%	None																																																										
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2	4		50% (2)	25% (1)	25% (1)																																																										
3	4	50% (2)	25% (1)	25% (1)																																																											
4	3			66.7% (2)	33.3% (1)																																																										
5	2			50% (1)	50% (1)																																																										
6	3	33.3% (1)	66.7 (2)																																																												
Overall		14.3% (3)	23.8% (5)	38.1% (8)	23.8% (5)																																																										

		All Outcomes	> 50%	<50%	None
		April 2018			
Yr.	No:				
1	5		40% (2)	40% (2)	20% (1)
2	4	25% (1)	25% (1)	25% (1)	25% (1)
3	4	75% (3)	25% (1)		
4	3		33.3% (1)	33.3% (1)	33.3% (1)
5	2		50% (1)		50% (1)
6	3	100% (3)			
Overall		33.3% (7)	28.6% (6)	19% (4)	19% (4)

		All Outcomes	> 50%	<50%	None
		July 2018			
Yr.	No:				
1	5	60% (3)	20% (1)	20% (1)	
2	4	50% (2)	25% (1)		25% (1)
3	4	100% (4)			
4	3	33.3% (1)	33.3% (1)	33.3% (1)	
5	2	50% (1)			50% (1)
6	3	100% (3)			
Overall		66.7% (14)	14.3% (3)	9.5% (2)	9.5% (2)

All staff received ASC training which has positively impacted on QFT.

Monitoring progress towards outcomes captures the progress SEN pupils are making when their provision is specifically targeted to their starting points. It also shows teacher's increasing capability to target the needs of their SEND pupils effectively.

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned

			(and whether you will continue with this approach)
<p>F. Parents engaging with school staff in developing learning partnership between home and school, to include increased home reading, homework completion and attendance at information events.</p>	<ul style="list-style-type: none"> • Family Liaison Officer • Creative, free choice homework activities linked to children's current learning experiences. • Buster's Book Club 	<p>We monitored 35 children</p> <p>Of those 24 were pupil premium</p> <p>15 children had overall increase in their attendance at end of project</p>	
<p>G. Pupils eligible for the PP experiencing interruptions in their emotional and social wellbeing are identified and supported enabling pupils to continue to make progress.</p> <p>Family Liaison Officer effectively supports vulnerable families.</p> <p>Attendance rates for pupils eligible for the PP increase.</p>	<ul style="list-style-type: none"> • Thrive approach 	<p>There is a fully functioning Thrive room which clearly reflects the developmental strands.</p> <p>The Thrive room has been organised into developmental zones –</p> <p>Being Zone – Sand therapy, water play, bubble, feathers, play dough and paint.</p> <p>Doing Zone – Tent, soft lighting, silks, puppets and available resources for creative play e.g. boxes – some children have made an aquarium, others have made volcanoes.</p> <p>Thinking Zone - Games and puzzles using collaborative play opportunities that involve strategy and thinking.</p> <p>Content and layout of Thrive room is continually reviewed, refreshed and updated. The room is used for reparative play and children accessing Thrive provision can use the room for play based therapy</p>	<p>Thrive will continue to be implemented for identified pupils. A full Thrive Timetable will be in operation from September 2017</p> <p>Children will be profiled regularly to ensure maximum impact.</p> <p>The three trained Thrive Practitioners will access annual CPD in order to maintain their Thrive License.</p>

	Cost: £17,467		
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7. Additional detail (information used to inform the statement above)

Evidence for this evaluation has been harvested from the following sources:

- ASP (Analyse School Performance)
- School Development Plan evaluations
- Head Teacher reports
- Pupil Progress Meetings
- Target Tracker (school assessment system)
- English and Maths Lead impact reports.

