



Pupil Premium Strategy Statement Nyewood CE Infant School

1. Summary information					
School	Nyewood CE Infant School				
Academic Year	2017/18	Total PP budget	£43,560 (based on original 2017-18 allocated) + an additional £11160 anticipated based on current pupil numbers	Date of most recent PP Review	26/05/16 (external) July 2017(internal)
Total number of pupils	262	Number of pupils eligible for PP	43 (+ 2 children entitled to the Service Premium)	Date for next internal review of this strategy	March 2018
2. Current attainment (school attainment)					
			<i>Pupils eligible for PP (Nyewood) 2016-17</i>	<i>Pupils eligible for PP (Nyewood) 2015-16</i>	<i>Pupils not eligible for PP (national average 2017)</i>
% achieving GLD in the EYFS			58%	61%	72% (2016)
% achieving the expected standard in the phonics screening			92%	78%	84%
% achieving ARE in reading at the end of KS1			78%	56%	79%
% achieving ARE in writing at the end of KS1			56%	11%	72%
% achieving ARE in mathematics at the end of KS1			78%	6%	79%
% making at least expected progress in reading by the end of KS1			82%	67%	N/A
% making at least expected progress in writing by the end of KS1			76%	72%	N/A
% making at least expected progress in mathematics by the end of KS1			76%	56%	N/A

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

While outcomes at the end of KS1 have significantly improved in 2017 there continues to be a gap between school and national in Writing for both children entitled to the PPG and non which needs to be addressed. In addition overall outcomes in Mathematics in KS1 are lower than national for all pupil groups.

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	While EYFS PPG attainment is stronger than national outcomes are not improving year-on-year for children entitled to the PPG in the EYFS.
B.	Overall outcomes in Writing and Mathematics are lower than national measures.
C.	The gap between PP children and their peers, under the new measures, at the end of KS1 in Writing is greater than the national gap.

External barriers (issues which also require action outside school, such as low attendance rates)

C.	Attendance rates for pupils eligible for PP are 92% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.
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4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children's mastery in Mathematics improves to secure outcomes in line with national measures by the end of KS1.	<ul style="list-style-type: none"> • Staff are secure and consistent in the teaching and learning of mastery using the White Rose materials. • White Rose Mathematics materials are fully in use across the school from the EYFS through KS1. • Mathematics books show clear progression in mastery in Mathematics across the school. • Termly book scrutinies in Mathematics show clear evidence of mastery through quality reasoning and problem solving and high proportions of pupil voice. • Half termly progress milestones in Mathematics are consistently met across the school. • Outcomes in Mathematics are in line with national measures in the EYFS and at the end of KS1 by July 2018 (including EXS and GDS outcomes).
B.	Technical quality and quantity of independent writing further develops to ensure outcomes for children entitled to the PPG are within 5% of national measures by the end of KS1.	<ul style="list-style-type: none"> • Progression in technical aspects of writing is clearly mapped across the school. • Children have the opportunity to apply their skills to write independently, at length at least once per week. • Greater proportions of children are working at Phase 6 Phonics or above in KS1 resulting in greater knowledge and understanding of grammatical and spelling conventions. • Marking and feedback is well used to move learning on in writing. • Book scrutinies show regular, high quality, extended writing with clear progress evident. • Outcomes in Writing are in line with national measures in the EYFS and at the end of KS1 by July 2018 (including EXS and GDS outcomes).
C.	Outcomes for disadvantaged groups in the EYFS narrow to within 10% of their peers.	<ul style="list-style-type: none"> • Disadvantaged groups are identified on entry to the EYFS and baseline assessment information is gathered within the first three weeks. • Additional learning support is in place for children belonging to disadvantaged groups from September 2017. • Provision for disadvantaged groups is in place and reviewed and mapped half termly based on individual need. • Additional EYFS Leader non-contact time is used to monitor the quality of provision for disadvantaged groups and develop practice to improve provision as required. • Half termly progress milestones in the EYFS for disadvantaged groups are consistently met. • Outcomes for disadvantaged groups are within 10% of their peers by July 2018.
D.	Increased attendance rates for pupils eligible for PP.	<ul style="list-style-type: none"> • Continue to develop role of attendance team in tracking and addressing attendance issues. • Reduce the number of persistent absentees among pupils eligible for PP. • Overall PP attendance improves and the gap narrows with national expectations.

5. Planned expenditure

Academic year

2017/18

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 <i>(How will you ensure it is implemented well?)</i>	What is the evidence and rationale for this choice?	Success Criteria (Measurable Milestones)	Staff lead	When will you review implementation?
Children's mastery in Mathematics improves to secure outcomes in line with national measures by the end of KS1.	<p>Mathematics Team up-skill in knowledge and understanding of White Rose Mathematics materials</p> <p>Professional Development – Whole School INSET</p> <p>Termly staff meetings Autumn - Concrete, Pictorial, Abstract Bar Modelling Spring & Summer – TBC based on need</p> <p>Whole School Team Mathematics Work Scrutiny Autumn and Spring</p> <p>Whole School Mathematics Moderation Summer</p> <p>Target Tracker - half termly data collections</p>	<p>Quality first teaching is known to be the most effective and to have the greatest impact on pupil progress. Evidenced in the EEF Toolkit.</p> <p>In school monitoring shows that while Mathematics outcomes have significantly improved children need to secure mastery in order that higher proportions are meeting ARE and exceeding ARE by the end of KS1.</p>	<p>Autumn 2017-2 Data Collection – At least 50% children in the EYFS are working at ARE in the EYFS Mathematics strand At least 55% children are working at 1b or above in Mathematics in Y1 At least 50% children are working at 2b or above in Mathematics in Y2</p> <p>Spring 2018-2 Data Collection – At least 60% children in the EYFS are working at ARE in the EYFS Mathematics strand At least 60% children are working at 1w or above in Mathematics in Y1 At least 60% children are working at 2w or above in Mathematics in Y2 At least 10% children are working at a 2w+ or above in Mathematics in Y2</p> <p>Summer 2018-2 Data Collection – At least 71% children in the EYFS have achieved the expected standard and reached a GLD At least 65% children are working at a 1s or above in Mathematics in Y1 At least 75% children have reached the expected standard at the end of KS1 At least 20% children have reached Greater Depth Within the Standard at the end of KS1</p>	Mathematics Team	<p>Governors at FGB data meetings Spring 2018-1 Summer 2018-1 Autumn 2019-1</p> <p>Assessment Leader Pupil Progress Meetings – Half Termly</p> <p>Assessment Leader June 2018 Data Collection Monitoring</p>

<p>Technical quality and quantity of independent writing further develops to ensure outcomes for children entitled to the PPG are within 5% of national measures by the end of KS1.</p>	<p>Medium term planning staff meeting to map progression of writing skills</p> <p>CL&L Team Book Scrutinies – termly</p> <p>October 2017 CPD session – Progression in Writing</p> <p>Termly Whole School Writing Moderation</p> <p>Termly Writing CPD - Spring & Summer – TBC based on need</p> <p>Target Tracker - half termly data collections</p>	<p>Quality first teaching is known to be the most effective and to have the greatest impact on pupil progress. Evidenced in the EEF Toolkit.</p> <p>In school monitoring and 2017 outcomes shows that while significant improvements have been made in Writing across the school there is still a wider gap between the school and national in this area.</p>	<p>Autumn 2017-2 Data Collection – At least 50% children in the EYFS are working at ARE in the EYFS Literacy strand At least 55% children are working at 1b or above in writing in Y1 At least 50% children are working at 2b or above in Writing in Y2</p> <p>Spring 2018-2 Data Collection – At least 60% children in the EYFS are working at ARE in the EYFS Literacy strand At least 60% children are working at 1w or above in Writing in Y1 At least 60% children are working at 2w or above in Writing s in Y2 At least 10% children are working at a 2w+ or above in Writing in Y2</p> <p>Summer 2018-2 Data Collection – At least 71% children in the EYFS have achieved the expected standard and reached a GLD At least 65% children are working at a 1s or above in Writing in Y1 At least 70% children have reached the expected standard at the end of KS1 At least 20% children have reached Greater Depth Within the Standard at the end of KS1</p>	<p>CL&L Team</p>	<p>Governors at FGB data meetings Spring 2018-1 Summer 2018-1 Autumn 2019-1</p> <p>Assessment Leader Pupil Progress Meetings – Half Termly</p> <p>Assessment Leader June 2018 Data Collection Monitoring</p>
<p>Total budgeted cost</p> <p>Total cost in this area takes account of provision for proportion of salaries linked to whole school improvement initiatives</p>					<p>£6600</p>

ii. Targeted support					
Desired outcome	Chosen action / approach <i>(How will you ensure it is implemented well?)</i>	What is the evidence and rationale for this choice?	Success Criteria (Measurable Milestones)	Staff lead	When will you review implementation?
Outcomes for disadvantaged groups in the EYFS narrow to within 10% of their peers.	<p>EYFS Lead – child information gathering – Summer 2017</p> <p>EYFS baseline – TT (within first three weeks)</p> <p>EYFS Leader – baseline data analysis</p> <p>EYFS Team complete PPG provision map half termly</p> <p>Provision for PPG children delivered by additional member of support staff in the EYFS (1 day per week equivalent)</p> <p>Half termly Target Tracker data collections</p> <p>Half termly PP meetings – review and amend provision based on outcomes</p> <p>EYFS Lead – monitoring EYFS Provision through regular (at least monthly) learning walks</p> <p>EYFS Lead – monitoring EYFS Provision through half termly book scrutinies</p> <p>EYFS Lead 1:1 coaching of EYFS team members</p> <p>SLT Learning Walks - October 2017, February 2018, May 2018</p>	<p>Whilst outcomes at the end of the EYFS for children entitled to the PPG are above national measures there continues to be a gap between children entitled to the PPG and their peers which has widened in 2016-17.</p> <p>Focus on accurate early assessment and clear next steps provision mapping will ensure children’s provision is absolutely matched to their needs from the very start in the EYFS.</p> <p>In addition to the above focus within the EYFS for these children will have greater impact not only at the end of the EYFS but through KS1.</p>	<p>November 2017 – All children have initial evidence across each area of learning in their Learning Journals</p> <p>March 2018 - Work scrutinies show that children belonging to disadvantaged groups have a balance of evidence across each area of learning and visible progress is evident from the autumn term</p> <p>June 2018 – Work scrutinies show that there is clear progress in learning for children belonging to disadvantaged groups and evidence in Learning Journals is of a high quality</p> <p>May 2018 – Moderation in school and external agrees at least 90% judgements in the EYFS</p> <p>June 2018 – Outcomes for disadvantaged groups are within 10% of their peers</p>	EYFS Leader	<p>Assessment Lead / Inclusion Manager at pupil progress meetings – termly</p> <p>Governors at FGB data meetings Spring 2018-1 Summer 2018-1 Autumn 2019-1</p>

<p>Children's mastery in Mathematics improves to secure outcomes in line with national measures by the end of KS1.</p>	<p>Pupils entitled to the PPG needs identified linked to Mathematics provision by existing class teacher Summer 2017</p> <p>On-going reorganisation of class TAs to provide 'on-the-spot' intervention following morning teaching focus</p> <p>KS1 Team complete PPG provision map half termly</p> <p>Half termly Target Tracker data collections</p> <p>Half termly PP meetings – review and amend PPG provision based on outcomes</p> <p>EYFS Lead – monitoring EYFS Provision through regular (at least monthly) learning walks</p> <p>EYFS Lead – monitoring EYFS Provision through half termly book scrutinies</p>	<p>Evidence shows that short term intervention based on specific targeted need has a far greater impact on children who are 'slow and stuck' than long term pre-planned intervention.</p> <p>Across the school TAs with specialist skills have been trained in recent years and this system will allow those highly skilled TAs to impact on a greater number and variation of children. Highly skilled TAs and Teachers leading specialist interventions are shown to be effective.</p> <p>During the 2016-17 year this system was introduced and the outcomes across KS1 improved significantly from 2015-16 (see data outcomes pack 2016-17).</p>	<p>Outcomes below are in line for children entitled to the PPG compared to non-PPG:</p> <p>Autumn 2017-2 Data Collection</p> <p>At least 50% children in the EYFS are working at ARE in the EYFS Literacy & Mathematics strand</p> <p>At least 55% children are working at 1b or above in Writing & Mathematics in Y1</p> <p>At least 50% children are working at 2b or above in Writing & Mathematics in Y2</p> <p>Spring 2018-2 Data Collection</p> <p>At least 60% children in the EYFS are working at ARE in the EYFS Literacy & Mathematics strand</p> <p>At least 60% children are working at 1w or above in Writing & Mathematics in Y1</p> <p>At least 60% children are working at 2w or above in Writing & Mathematics in Y2</p> <p>At least 10% children are working at a 2w+ or above in Writing & Mathematics in Y2</p> <p>Summer 2018-2 Data Collection</p> <p>At least 71% children in the EYFS have achieved the expected standard and reached a GLD</p> <p>At least 65% children are working at a 1s or above in Writing & Mathematics in Y1</p> <p>At least 70% children have reached the expected standard at the end of KS1</p> <p>At least 20% children have reached Greater Depth Within the Standard at the end of KS1</p>	<p>Mathematics Team</p>	<p>PPG Lead – Half termly review of progress of PPG children</p> <p>Termly review by PPG Governor</p>
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<p>Technical quality and quantity of independent writing further develops to ensure outcomes for children entitled to the PPG are within 5% of national measures by the end of KS1.</p>	<p>Pupils entitled to the PPG needs identified linked to Writing provision by existing class teacher Summer 2017</p> <p>On-going reorganisation of class TAs to provide 'on-the-spot' intervention following morning teaching focus</p> <p>KS1 Team complete PPG provision map half termly</p> <p>Specialist PPG teacher employed (Autumn 2017) to target literacy PPG need across KS1.</p> <p>Half termly Target Tracker data collections</p> <p>Half termly PP meetings – review and amend PPG provision based on outcomes</p>	<p>Evidence shows that short term intervention based on specific targeted need has a far greater impact on children who are 'slow and stuck' than long term pre-planned intervention.</p> <p>PPG specialist teacher has been employed based on knowledge of specific skill set in literacy development and proven impact on pupil progress.</p> <p>Across the school TAs with specialist skills have been trained in recent years and this system will allow those highly skilled TAs to impact on a greater number and variation of children. Highly skilled TAs and Teachers leading specialist interventions are shown to be effective.</p> <p>During the 2016-17 year this system was introduced and the outcomes across KS1 improved significantly from 2015-16 (see data outcomes pack 2016-17).</p>		<p>CL&L Team</p>	<p>PPG Lead – Half termly review of progress of PPG children</p> <p>Termly review by PPG Governor</p>
<p>Total budgeted cost</p> <p>Total cost in this area takes account of provision for proportion of salaries linked to delivery of specific initiatives led by specialist PPG teacher, HLTA and TAs. In addition costs linked to resourcing these interventions are also accounted for within this budgeted cost.</p>					<p>£21960</p>

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?
Increased attendance rates for pupils eligible for PP.	<p>Continue work from 2016-17 on attendance (admin staff member, SBM and Inclusion Manager work together to monitor, plan for and action attendance issues; monitor pupils and follow up quickly on absences. First day response provision.)</p> <p>Further develop the above by proactive support for families vulnerable to low attendance e.g. support with transport, club provision, named school contact etc...</p>	<p>We can't improve attainment for children if they aren't actually attending school.</p> <p>NfER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Whilst steps were made in 2016-17 which significantly improved systems and procedures for attendance this has not yet impacted on the overall percentage attendance rates for this group of children.</p> <p>The persistent absence continues to be an area which requires action to move forward.</p>	<p>Ongoing provision from 2016-17 (regular attendance meetings with relevant staff involved – Inc.Man, SBM, Admin staff)</p> <p>Termly SLT attendance meetings - Attendance Team will collaborate with HT and PP Leader to ensure effective provision and standard school processes work smoothly together.</p> <p>Termly attendance checks on PP to identify impact of actions (reduction of persistent absence and improved rates of attendance by July 2018).</p>	Attendance Manager / Inclusion Lead	<p>Termly reviews by SLT</p> <p>Final review July 2018</p>
Total budgeted cost					£15,000
<p>Total cost in this area takes account of provision for proportion of salaries accounting for time spent by the SBM, Inclusion Lead and admin staff linked to attendance.</p> <p>In addition it accounts for the cost of provision for before and after school clubs, uniform and extra curricular activities.</p> <p>An additional cost of school counsellor provision is also accounted for within this aspect of budget distribution.</p>					

6. Review of expenditure		Total Allocation 2016-17: £46,800	Total Spend 2016-17: £51,359.80	
Previous Academic Year		2016-17		
i. Quality of Teaching for All				
Desired outcome	Chosen action/approach	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
Continue to improve speech and language skills for all pupils, including those eligible for PP in the EYFS.	Autumn 2016 Baseline to identify need by EYFS team. Quality of Teaching CPD to support provision for speech and language for teachers and TAs (see SIP).	<p>Autumn Term 2016 60% PP children have made expected progress in C&L in the EYFS.</p> <p>Spring Term 2017 80% PP children have made expected progress in C&L in the EYFS.</p> <p>Achievement of children entitled to the Pupil Premium has dropped marginally this year 58% compared to 60% in 2016 however this is higher than the targeted 50% based on children's starting points. This figure is higher than the national measures of 55% in 2016 however continues to be a target for the school moving forward.</p> <p>Children entitled to the pupil premium in the EYFS made better than expected progress (5.5 steps compared to expected at 5.0 steps progress). This progress is in line with children's peers.</p>	<p>The provision for speech and language development has had significant impact overall from children's starting points (resulting in good progress). This provision will be maintained however the focus moving forward needs to be on the specific areas of learning, namely writing, which will impact the overall percentage of children entitled to the PPG achieving a GLD.</p> <p>This will be achieved by whole school strategies and implementation as well as through more closely targeted intervention in the EYFS.</p>	£12515

<p>Higher proportions of all children achieving the expected standard at the end of KS1, in line with national achievement measures.</p> <p>The gap between PP children and their peers narrows at the end of KS1 in reading, writing and mathematics.</p>	<p>Provision of termly CPD for teaching staff:</p> <p>Autumn – challenge choice, independence, evidence for learning</p> <p>Spring – core curriculum</p> <p>Coaching / team teaching</p> <p>Peer observations – curriculum expertise (termly pairings)</p>	<p>Autumn term pupil progress mtgs – 75% children have made at least expected progress and 10% accelerated progress.</p> <p>Spring term pupil progress mtgs – 85% children have made at least expected progress and 20% have made accelerated progress.</p> <p>Summer 2017</p> <p>Progress for children entitled to the PPG in Y1 is GOOD. Overall progress is 5.5 steps compared to 5 steps expected progress and marginally exceeds their peers. Progress in Reading and Writing is particularly strong at 5.7 steps. Progress in Reading and Writing exceeds their peers and in Mathematics is in line with their peers however in all areas is better than expected.</p> <p>Outcomes for children in Y1 in the Phonics Screening are GOOD. Children entitled to the PPG significantly exceed the national picture at 87% compared to 70% nationally in 2016 and is a 7% increase on 2016 results.</p> <p>Progress for children entitled to the PPG in Y2 is BETTER THAN EXPECTED. Overall progress since the start of KS1 is 11.3 steps compared to 11 steps expected progress and is in line with their peers. Progress in Reading is particularly strong at 11.5 steps. Progress in Writing is just slightly better than expected. From their starting points at the start of the EYFS the progress of children entitled to the PPG is GOOD.</p> <p>In Y2 Phonics, achievement of children entitled to the Pupil Premium Grant is GOOD with 100% children having reached the expected standard. This compares favourably to 81% in 2016 and 86% national 2016.</p>	<p>This aspect has had significant impact, with significant gains being made from 2015-16 to 2016-17. Outcomes from their starting points for children entitled to the PPG at the end of KS1 are GOOD in Reading, EXPECTED in Mathematics and REQUIRE IMPROVEMENT in Writing. Due to this fact the priorities moving forward need to sit within provision for Mathematics and Writing.</p> <p>The strategies used to secure the rapid gains achieved in 2016-17 will be continued with even greater rigour. These include specific, short-term, targeted intervention and very well planned, specific CPD which is delivered throughout the year in line with school improvement priorities. This strategy ensured staff members were up-skilled to secure improvements.</p>	
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ii. Targeted Support				
Desired outcome	Chosen action/approach	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
Continue to improve speech and language skills for all pupils, including those eligible for PP in the EYFS.	School Start speech and language programme continued following its first year of implementation in 2015-16	<p>School Start was in place and started for relevant children by October 2016. December 2016 School Start assessments showed at least expected progress. Autumn Term 2016 60% PP children made expected progress in C&L in the EYFS. Spring Term 2017 80% PP children have made expected progress in C&L in the EYFS.</p> <p>Summer 2017 100% pupils eligible for PP in the EYFS have made rapid progress in C&L by the end of the year and as a consequence the percentage of pupils eligible for PP meet age related expectations and exceed the overall national picture of GLD.</p>	<p>School Start has had an on-going impact on outcomes for children in the EYFS in 2015-16 and 2016-17. This is evident in the which can be seen in the outcomes for PPG children as well as the whole cohort overall. This intervention will be continued in the year ahead with specifically identified, targeted children; identified by October 2017 however will not specifically form part of the PPG strategy as it is now well embedded. PPG funding will be used where PPG children take part in this intervention.</p> <p>Progress measures in 2016-17 were consistently met.</p>	£35100
Higher proportions of all children achieving the expected standard at the end of KS1, in line with national achievement measures.	Reorganisation of TA support / interventions to include flexible timetabling across KS1 and analysis of need at half termly PP meetings.	<p>Provision for children vulnerable to underachievement is in place - September 2016. Half termly reviews (Oct, Dec 2016, Feb, Mar, May, July 2017) show children vulnerable to underachievement have been targeted and are making at least expected progress.</p> <p>July 2017 – at least 74% children have made at least expected progress and at least 30% have made accelerated progress from their starting points in each year group. This has resulted in gaps between Nyewood and national narrowing significantly (see overall data pack). In Y1 children working at expected has moved in Reading from 49% to 58%, Writing from 43% to 61% and Mathematics from 58% to 77%. In Y1 Phonics PPG children significantly exceed the national picture at 87% compared to 70% nationally in 2016 and is a 7% increase on 2016 results. In Y2 in Reading the percentage of children working at expected or greater depth has moved from 51% to 72%. In Writing and Mathematics these rapid gains were even more marked; from 21% to 55% in Writing and 20% to 64% in Mathematics.</p>	<p>Significant improvements in overall outcomes and specifically outcomes for children entitled to the PPG have been seen across KS1. The flexibility of the TA provision has impacted this; with most significant impact in the latter part of the year when this was fully embedded. For this reason this will be further developed over the year ahead with a new KS1 Leader taking responsibility for moving this forward.</p> <p>In the year ahead this will be used in line with the introduction of a new Mathematics scheme of learning and progression in writing skills.</p>	

<p>The gap between PP children and their peers narrows at the end of KS1 in reading, writing and mathematics.</p>	<p>Targeted PP Champion Teacher (initially DHT and EYFS TA) across KS1 and the EYFS to work with specific children on needs identified at PP meetings.</p> <p>Continue provision for PP reading – 1xTA in the EYFS, 1xTA in Y1 and 1xHLTA in Y2.</p>	<p>Half termly reviews (Oct, Dec 2016, Feb, Mar, May, July 2017) will show PP children focus areas for support / target teaching. These children will have been targeted and are making at least expected progress.</p> <p>Timetable of provision devised to include class-based as well as intervention support based on flexible cross-phase approach.</p> <p>PP Champion given focus areas and support from CTs to fine-tune high quality targeted support for PP children.</p> <p>Inclusion Manager further develop provision map for children involved in specialist interventions.</p>	<p>The role of the PPG manager has impacted on the quality and level of provision for PPG children, specifically the regular reviews and provision mapping at Pupil Progress meetings every half term.</p> <p>Outcomes for PPG children in KS1 show significant improvement and so this will be maintained in the year ahead to narrow the gaps further.</p> <p>In the EYFS there was a delay in identifying all children entitled to the PPG which is likely why there was less impact in this key stage. The EYFS Leader is working to identify earlier so that provision is in place much earlier in the 2017-18 year.</p>	
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iii. Other approaches				
Desired outcome	Chosen action/approach	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
Increased attendance rates for pupils eligible for PP.	Continue work from 2015-16 on attendance (admin staff member, SBM and Inclusion Manager work together to monitor, plan for and action attendance issues; monitor pupils and follow up quickly on absences. First day response provision.) Further develop the above by proactive support for families vulnerable to low attendance e.g. support with transport, club provision, named	<p>Ongoing provision from 2015-16 has been consistently maintained (regular attendance meetings with relevant staff involved – Inc.Man, SBM, Admin staff)</p> <p>Termly SLT attendance meetings have not been consistent however the Attendance Team does collaborate with HT and PP Coordinator to ensure effective provision and standard school processes work smoothly together.</p> <p>Termly attendance checks have been completed on children entitled to PPG to identify impact of actions.</p> <p>There has not yet been a reduction of persistent absence and improved rates of attendance by July 2017.</p>	<p>The maintenance of clear systems and procedures has impacted on some of the most vulnerable families which has improved working relationships with some of the most vulnerable families.</p> <p>There remain a small number of families which require additional support.</p> <p>The attendance team need to continue to identify ways to be more proactive in order to move to a system of prevention rather than purely sanction.</p>	£3744