

## Pupil Premium Evidence and Impact 2018-19



Barriers to future attainment	School Evidence	Impact
Poor language and communication skills.	WELCOMM interventions take place in EYFS (2-5yrs) Timely speech and language referrals	Improved Communication and Language skills
Limited life experiences and opportunities	Wider school experiences School Trips Residential External Providers in school	Children have rich learning experiences
Poverty and limited financial resources	Free School jumper provided to all PP children Uniform/PE kits sources for children who need them	Children are ready for school and are equipped for learning
Poor attendance	Part time Attendance officer monitors attendance of pupils regularly, including those not at compulsory school age. Letters are sent home to parents of children who are on high alert/who have sporadic attendance FPN are issued	Attendance is in line with national  Families receive support regarding attendance
Stressful and complex home background/circumstances	Support for families via school Attendance Officer and Safeguarding Officer TAF involvement, CIN, CP support Support for children in school, ELSA, LEGO therapy, Sand therapy etc.	Families open to TAF, CP, CIN Families supported by Attendance Officer/Safeguarding Officer
Lack of employment and historical unemployment	Careers projects for children to raise aspirations of our young people	Children are aware of career options
Mobility/transient families	Support for families via school Attendance Officer and Safeguarding Officer	Attendance October 2018 is 96.2%  Families are currently receiving support
Challenging behaviour	Parenting courses – 123 Magic Lead Behaviour Professional in school tracks behaviour across the school	Children understand and follow our behaviour rules
Low self-esteem and lacking in self confidence	Family Support Worker/Attendance Officer Safeguarding Officer Happy to be Me Lego Therapy Sand Therapy ELSA support for children in both KS1 and KS2. Two members of staff are now ELSA trained. Link with Cheshire Young Carers to provide support for children. Assessments carried out to identify young carers.	Raised self-esteem and resilience  Support for young carers
Substance misuse	Family Support Worker/Attendance Officer Safeguarding Officer	Parents feel they are supported
Poor mental health	Family Support Worker/Attendance Officer/Safeguarding Officer Mental Health focus days/weeks (adults and children) ELSA support for children in both KS1 and KS2. Two members of staff are now ELSA trained. Link with Cheshire Young Carers to provide support for children. Assessments carried out to identify young carers.	Children are aware of their mental health and have appropriate strategies to use  Support for young carers
Poor nutrition and routines	Free Breakfast club open to all children Free Staff led after school clubs (timetabled activities)	Children have had breakfast before attending school and are ready for the school day
Poor quality housing	Family Support Worker/Attendance Officer/Safeguarding Officer	Parents feel they are supported
Limited access to technology	ICT provision in school	Access to computing curriculum

Limited involvement in education	Family Support Worker/Attendance Officer/Safeguarding Officer Wider Opportunities for Opportunities for children	Children have access to high quality education.
Low expectations and limited aspirations for themselves and their children	Careers projects for children to raise aspirations	Children are aware of career options

## Desired outcomes

Outcome	Evidence
<b>To continue to ensure that the progress of disadvantaged pupils is in line with or greater than non-disadvantaged pupils through the implementation the 'Achievement for All' program.</b>	
Improved progress of all PP children towards the ELGs	All PP children to make at least expected progress (5 steps each academic year or more).
Improved progress in phonics and reading for all PP children.	Phonics screening results to show that the progress of PP children in phonics is as good or better than non PP children. Reading data (end of Key stage and in year data) to show that the progress of PP children in phonics is as good or better than non PP children.
Improved progress in maths for all PP children	Maths data (end of Key stage and in year data) to show that the progress of PP children in maths is as good or better than non PP children. .
Improved progress in writing for all PP children	Writing data (end of Key stage and in year data) to show that the progress of PP children in phonics is as good or better than non PP children.
Improved parental engagement of PP children at EYFS, KS1 and KS2	Parents regularly attend parents' evening Parental attendance at meetings with HT/SO/FSW/CTs etc. Parental attendance at curriculum events