

## Pupil Premium Initiative Audit Trail and Action plan 2014-2015

Pupil Premium is funding additional to the main school budget. The grant is allocated in three parts: pupil premium for pupils known to be eligible for free school meals in any of the previous six years, looked after children and those who have been looked after and families with parents in the armed forces. Schools have the freedom to spend the budget in a way they think will best support the raising of attainment for these pupils. We have utilised strategies from “Narrowing the Gap”, the Capita conference (Implementing the Pupil Premium) and the Sutton Trust EEF toolkit; which have been researched and analysed extensively, to inform us of the best ways to use this money. We have implemented ideas from “A good practice guide for schools: Understanding and meeting the needs of children who are looked after, fostered, adopted or otherwise permanently placed”. We have taken an action research approach to ensure the initiatives we are introducing have impact on the children’s well being and learning.

In making provision for the Pupil Premium pupils, we recognise that not all pupils who receive free school meals will be disadvantaged. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals.

**Currently, 72 children are registered for the Pupil Premium.**

**Total Pupil Premium September 2014 – August 2015 = £95,059**

### Quantative impact highlighted in green

Key objective 1: To extend opportunities for PP children				
Action: To connect children with the locality by having an agreed bucket list for all children to achieve by the time they leave Lyndhurst.				
Rationale: To connect learning in school to real life experiences. According to data from the RSPB just one British child in five is ‘connected to nature’. Time spent playing outdoors has halved in a generation. Only one in ten children regularly play in wild spaces. Getting out into nature is good for children’s physical health and mental wellbeing, but getting children back to nature is good for the planet too.				
Dates	Responsible	Initiative/Intervention	Cost	Impact
Up and running January 2015	JH/ CB	<ul style="list-style-type: none"> <li>• Bucket list created in staff meeting. Divide bucket list into milestones for each year group</li> </ul>	£2835  Y3 Orchestra performance	<b>Bucket list sent to families and shared on website. Positive feedback from staff. Display at bottom of corridor for families to share their achievements with each other. Send out to new EYFS parents. Put on</b>

		<ul style="list-style-type: none"> <li>• Theatre tickets for orchestra performance. Booked for 30<sup>th</sup> Jan 2015 for Y3.</li> <li>• Cinema and theatre tickets</li> <li>• Funding of school trips</li> </ul>	<p>booked and paid for. Y3 panto at theatre.</p> <p>YR farm tickets.</p> <p>Y2 Arundel Castle and skating tickets.</p> <p>YR/1/2 panto.</p>	<p>newsletter in October half term. Create survey monkey for parents re: bucket list</p> <p>The 12 PP children had never been to the theatre before and had never seen a live orchestra. 11 would now like to play an instrument and 11 would like to go again (1 wasn't sure because the music was loud). Children made comments such as:</p> <ul style="list-style-type: none"> <li>• <i>I felt like I'd never felt before. There was so much music I thought my head would explode; I like it.</i></li> <li>• <i>I loved it. I danced.</i></li> <li>• <i>(I felt) A bit happy and a bit sad because the music made me feel like that.</i></li> <li>• <i>(I felt) Excited. It was catchy music and made me want to move.</i></li> </ul> <p>Next year, all children will learn an instrument; Year 1 will learn the ocarina and Year 2 the recorder.</p>
October 2014	JH/CB	<ul style="list-style-type: none"> <li>• To enhance children's cultural awareness and develop a passion and interest</li> <li>• To develop links with Rustington, Littlehampton, Worthing and Amberley Museums</li> </ul>	Free	<p>Year 1 and Year 2 have visited the museum and had project loans.</p> <p>This provided the children with an opportunity to handle and observe historical artefacts first-hand which they may not have the opportunity to do normally.</p> <p>Year 2 also went on a historical walk of Worthing with historical photographs to compare the changes in key buildings and to look at the uses of buildings over time e.g. the pier and the dome. Year 2 also had visitors who bought in old bicycles, such as penny farthings.</p> <p>Both loans supported quality first teaching, enabling children to get a hands on experience and incorporating 'thrill, will and skill' into the lessons. <b>Without thrill there is</b></p>

				<p><b>no will to take part and without the will, how will children successfully acquire the skill?'</b>(Linked to <b>good/outstanding teaching and learning document</b>)</p>
December 2014	JH/CB	<ul style="list-style-type: none"> <li>Analyse and develop curriculum to maximise benefits for more able Pupil Premium children</li> </ul>		<p><b>Pupil Premium books included in curriculum monitoring and work scrutiny from Jan 2015 to ensure parity with non-PP.</b></p> <p><b>Work with more able coordinator to develop 'smart profiles' i.e. in what ways are we smart? Children attended county and locality enrichment days. Smart programme being drawn up for 2015-2016.</b></p>

**Key objective 2: To improve PP attainment and school exit data**

Action: To ensure quality first teaching in all classrooms.

Rationale: According to 'A Guide to the Pupil Premium': 'Quality of teaching and learning counts most. Schools that create the best outcomes for pupils, recruit, train and retain great teachers and support staff. They adhere to model practice in the use of professional development.'

Dates	Responsible	Initiative/Intervention	Cost	Impact
November 2014	DS/CB/JH	<ul style="list-style-type: none"> <li>To ensure quality first teaching in all classrooms.</li> <li>See 'Performance Support packages'</li> <li>Staff meeting time for moderation of levels (release time)</li> <li>Training courses 'From Good to Outstanding'</li> </ul>	<ul style="list-style-type: none"> <li>£4000</li> </ul>	<p><b>Release time for Year 1 and Year 3 to moderate new curriculum bands in literacy and maths. End of year data higher than national in both year groups (compared with TT database of 1 million children).</b></p> <p><b>Release time for Year R to moderate specific areas of GLD. Increase in number of children who achieved the GLD on previous year (66%). Gaps between PP and non-PP less than national.</b></p>

				<p><b>Year 2 had internal moderation and very successful county moderation.</b> Results broadly inline with national. Gaps between PP and non-PP less than national.</p> <p><b>98% of lessons judged to be good/outstanding in Summer term with 53% of lessons judged as outstanding – double that of Autumn Term! (86% in Autumn, 29% outstanding.)</b></p> <p><b>A teacher who received a ‘Performance Support Package’ moved from RI to G in lesson observations and pupil attainment.</b> This teacher also attended INSET ‘from good to outstanding’.</p>
October 2014	DS/CB/JH	<ul style="list-style-type: none"> <li>To ensure all staff are using effective feedback</li> </ul>	<ul style="list-style-type: none"> <li>FREE</li> </ul>	<p><b>Staff all giving effective feedback and continuing to develop use of pupil response in purple pen by beginning peer assessment and self-assessment and responding to feed forward comments.</b> <i>We are continuing to develop pupil response in 2015-2016.</i></p>
January 2015	English Team LH/CB/JH	<ul style="list-style-type: none"> <li>To provide high quality phonics resources for outstanding phonics teaching</li> <li>To provide high quality resources for PP teaching interventions</li> </ul>	<ul style="list-style-type: none"> <li>£4000</li> </ul>	<p><b>Intervention groups Total = £361.11</b> <b>YR and 1 phonics resources.</b> Total = £3010.92 <b>Grand total: £3372.03</b></p> <p><b>72% of children who took the test were working at the expected level, an increase on the previous year which was 67%.</b></p> <p>As children start Year 2, provision will account for: 70.7% of children are working at the expected level. The average score is 32.1</p> <ul style="list-style-type: none"> <li><b>68.0% of Pupil Premium children passed the check.</b> <b>71.4% of Not PP children passed. (3% gap – gap from previous year was 31%)</b></li> </ul>
November 2014	CB/JH	<ul style="list-style-type: none"> <li>Set up Pupil Premium Committee with Acting</li> </ul>	<ul style="list-style-type: none"> <li>None. Release</li> </ul>	<p><b>The committee is meeting half termly to review data and intervention groups, review spending and its impact.</b></p>

		<p>Deputy, Acting Assistant Head, Pupil Premium governor, Bursar and staff governor.</p> <ul style="list-style-type: none"> <li>• PP children on SLT agendas.</li> </ul>	<p>for DHT, AHT</p>	<p>The Governors on the committee then share priorities and progress with the Full Governing Body. <b>The Governing body's involvement and understanding has increased significantly over the past school year due to their inclusion in the Audit trail.</b></p> <p>DHT and AHT ran Pupil Premium staff meetings with teachers and TA's, discussing initiatives, priorities and looking at data. <b>Staff developed a greater understanding and ownership of the Pupil Premium and how they could use it. Pupil Premium children were identified on planning and this information was used to ensure targeted support and assessment. PP children were also identified on the Reading Registers and were grouped with staff on school trips to ensure the best learning experiences possible.</b>AS</p> <p><b>Successes of narrowing the gap were shared in staff room to keep profile high.</b></p>
October 2014	DS	<ul style="list-style-type: none"> <li>• To hold a PP conference in Lyndhurst with locality schools, sharing strategies.</li> <li>• Order 3 copies of 'A Guide to the Pupil Premium' for SLT/staff.</li> </ul>	<ul style="list-style-type: none"> <li>• None.HT, DHT and SENCO released.</li> <li>• £15 for guides (resource budget)</li> </ul>	<p>PP surgery was very useful for schools swapping strategies and sharing advice for ways to help specific individuals. <b>DS to share case studies with other schools and continue to lead locality PP conferences in 2015-2016.</b></p>
September 2014 and September 2015	HE/KH/HE	<ul style="list-style-type: none"> <li>• Transition action plan for 2015 Year 2 and 3 leavers.</li> <li>• Children to take learning journals to next school for teachers to assess</li> </ul>	<ul style="list-style-type: none"> <li>• Release time for Year 3 teachers from Supply</li> </ul>	<p>Links with Staff Questionnaire, Parent Questionnaire, Pupil Questionnaire and Transition Plan. Some of the PP children had additional visits before starting middle school on top of their taster sessions, sports day, multi skills festival, star wars performance and worry boxes. Key members of staff came over to do gate duty to get to</p>

		<p>strengths and weakness from start.</p> <ul style="list-style-type: none"> <li>• Previous teachers to visit and comment on current progress.</li> <li>• Lyndhurst and Chesswood to moderate together</li> </ul>	<p>Teacher costs budget</p>	<p>know parents. Middle School staff also liaised with teachers to get to know children and to visit them in class.</p> <p>Chesswood attended our county moderation and staff ran a session that shared the routines and strategies we use at Lyndhurst to encourage independence, choice and reflection on learning.</p>
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**Key objective 3: To accelerate progress and reduce gaps**

Action: To evaluate progress, providing and replacing intervention strategies as appropriate

Rationale: From the EEF Toolkit: Pupils taught in small groups make on average four months additional progress when compared with larger groups or whole class teaching.

Dates	Responsible	Initiative/Intervention	Cost	Impact
October 2014.	CB/JH	<ul style="list-style-type: none"> <li>• Set up audit trail for PP initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• none</li> </ul>	<p><b>Qualified inspector/accredited external adviser: 'The information... showed that the school has clearly looked widely at how it should make best use of the funding to gain best value for money. The range of expenditure illustrates that the school has thought 'outside the box' in order to access additional staff, training, new posts, new interventions etc. It is good to see that not only is expenditure explained, but equally the documents show the impact this expenditure is having on this group of pupils.'</b></p>
Half termly on TT hand in dates	CB/JH	<ul style="list-style-type: none"> <li>• To review PP data/case studies half termly to evaluate effectiveness.</li> <li>• To meet with team leaders and intervention teachers to replace less effective strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• DHT and AHT</li> <li>• Release time for</li> </ul>	<p><b>Meetings with team leaders and data is enabling rapid developments with intervention strategies being changed/replaced/continued as they are evaluated.</b></p> <p><b>Data shared with PP committee at half termly meetings for monitoring, evaluation of interventions and review of expenditure. See governor notes.</b></p>

			team leaders.	<i>Whole school PP data gap sheet created to enable rapid identification of areas that need developing shared with all staff and governors.</i>
Beginning Autumn 2014	<b>Reception</b> CW/KR/CB/JH	<ul style="list-style-type: none"> <li>To develop the children's social and emotional skills through groups with trained nurture group TA (KR)</li> <li>Create a DVD lending library to support early phonics development (See Letterland resources)</li> <li>Spring Term: Invite mathematical to work with PP children on maths to support children or to prevent slippage over Summer/transition.</li> </ul>	<ul style="list-style-type: none"> <li>(See Letterland resources)</li> </ul>	<p><b>July 2015: GLD gap between Lyndhurst PP and Lyndhurst All others only 13.9% (national gap 19%).</b></p> <p><b>July 2015: GLD gap between Lyndhurst PP and National 'all others' only 9.5% (national gap 19%).</b></p> <p><b>Gap between % of Lyndhurst PP and National all others achieving expected level in all ELGs: 6.5% (National 19%)</b></p> <p><b>Gaps between % of Lyndhurst PP and National all others achieving expected levels in RWM all less than national.</b></p> <p><b>Lyndhurst EYFS gap reduced from academic year 2013-2014 and 2012-2013.</b></p> <p><b>After data was submitted to county, JS worked with 3 PP children who were 'Emerging' in Reading, these children are now 'Expected' and well equipped for starting Year 1.</b></p> <p><b>91% of the Reading group with a HLTA made accelerated progress, with half progressing by 8 steps or more.</b></p> <p><b>All the children who worked with Mathematical reached 40-60 secure in Numbers and Shape, space and measures.</b></p> <p><b>Feedback from children demonstrated that they enjoyed their activity books at home and were using them to support their learning.</b></p>

Beginning Autumn 2014	<b>Year 1</b> LH/AA/CB/JH	<ul style="list-style-type: none"> <li>• To accelerate reading, writing and maths progress in Year 1</li> <li>• Teacher x3/week to accelerate PP in Year 1 Reading ,Writing and Maths</li> <li>• TA supporting transition from EYFS</li> <li>• FFT TA to work with Year 1 children from Spring 2015.</li> <li>• Early Morning Reading Buddies (Breakfast club/reading group)</li> <li>• Lead literacy teacher to accelerate phonics progress in children working below ARE.</li> <li>• Mathematical to work with lower attaining children to enable them to learn through play in a small group context.</li> </ul>	<p>Salaries for teachers: £36168</p> <p>Salaries for specialist TA's: £4929</p>	<p><b>FFT TA has been trained to work with children 1:1. All 4 children have made accelerated progress (8 steps or more). 2 have made 9 steps progress and 1 has made 10 steps progress!</b> <i>Intervention to continue next year.</i></p> <p><b>Groups led by UPS teacher:</b></p> <ol style="list-style-type: none"> <li><b>1. 100% have made accelerated progress in maths (66.7% have made 7 steps and 33.3% have made 8 steps)</b></li> <li><b>2. 100% have made accelerated progress in reading with 50% making 8 steps or more.</b></li> <li><b>3. 91% have made accelerated progress in writing with 82% making 8 steps or more progress.</b></li> </ol> <p><i>Intervention to continue next year with Year 1 Team leader (UPS)</i></p> <p><b>Our reading HLTA identified the needs of a group of PP children (5 children working below ARE, 20% SEN, 100% girls) and set up an Early Birds Readers Club. This meant the children didn't miss out on quality first teaching during the school day, it enabled them to increase their attendance at school by 0.2% and all 5 children made outstanding progress (8 steps across the year)! Two of these children are now in the second to top phonics group and all children are equipped for the demands of the new Year 2 reading curriculum. ! From the TT database of 1 million children/22% of schools, typical progress from 40-60w+ is to 1 working towards - these children have all reached 1 secure! <b>All 5 children now say they feel 'happy' or 'good' about reading now and they've enjoyed playing the reading games.</b> <i>We will continue to support these children in Year 2 to ensure they maintain that progress.</i></b></p>
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			<p>Out of all the children participating in Mathematical, the following children have made accelerated progress:  <b>Group 1: 83% have progressed by 7 steps or more.</b>  <b>Group 2: 100% have progressed by 8 steps or more.</b>  <b>Group 3: 75% have progressed by 8 steps or more.</b>  <b>Group 4: 86% have progressed by 7 steps or more.</b>  <i>We hoped to continue this intervention but unfortunately Mathematical are closed for a year so we will need to make alternative provision.</i></p>
<p>Beginning Autumn 2014</p>	<p><b>Year 2</b> JH/AA/CB</p>	<ul style="list-style-type: none"> <li>• To accelerate reading, writing and maths progress in Year 2.</li> <li>• First Class (ECC) TA x3 per week to accelerate maths.</li> <li>• Teacher to accelerate writing.</li> <li>• JS, TA, to accelerate phonics.</li> <li>• JH/TR teachers, to accelerate reading.</li> <li>• The team leader and SENCO worked with the PP readers x3 per week.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>100% of PP (no SEN) achieved L2+ in Reading.</b></li> <li>• <b>90% of PP (no SEN) achieved L2+ in Writing.</b></li> <li>• <b>100% of PP (no SEN) achieved L2+ in Maths.</b></li> <li>• <b>71% of all PP achieved L2+ in RWM combined.</b></li> <li>• <b>The AHT/Y2 team leader and SENCO worked with Year 2 readers. In reading, the gap between all Lyndhurst PP and non-PP achieving L2b+ is 12% (National 16%) and at L3 is 17% (National 18%). 90% of PP children (without SEN) achieved L2b+</b></li> <li>• <b>In writing, the gap between all Lyndhurst PP and non-PP achieving L2b+ is 14% (National 20%) and at L3 is 5% (National 11%).</b></li> <li>• <b>In maths, the gap between all Lyndhurst PP and non-PP achieving L2b+ is 4% (National 17%) and at L3 is 11% (National 15%). 90% of PP children (without SEN) achieved L2b+</b></li> <li>• <b>77% of the ECC PP children (including 2 statements) achieved L2b+ compared with 83% of non-PP; a gap of just 6%!</b></li> </ul>

			<ul style="list-style-type: none"> <li>Nationally, 15% of PP children with a statement achieved L2+ in Writing, at Lyndhurst this figure was higher at 33%. In reading, the national figure was 21% compared with 33% at Lyndhurst and in Maths the national figure was 24% compared with 33% at Lyndhurst.</li> <li>Team Leader, SENCO and Reading TA to continue interventions next year.</li> </ul>
Beginning Autumn 2014	Year 3	<ul style="list-style-type: none"> <li>To accelerate reading, writing and maths progress in Year 3.</li> <li>Teacher, to accelerate reading and writing.</li> <li>Teacher, to accelerate maths.</li> </ul>	<p><b>PP without SEN outperformed non-PP:</b></p> <ul style="list-style-type: none"> <li>100% of PP (no SEN) achieved age appropriate expectation in Reading and Writing at the end of Year 3.</li> <li>90% of PP (no SEN) achieved age appropriate expectation in Maths at the end of Year 3.</li> <li>100% of PP (no SEN) achieved age appropriate expectation in RWM combined.</li> </ul> <p><b>Reading intervention:</b> 75% of children reached 3 secure in Reading at the end of Year 3 (Only 41% of pupils in the TT database of 1 million children reached this level). 100% made accelerated progress.</p> <p><b>Writing intervention:</b> 75% reached 3 secure in Writing. 100% made expected progress and 75% (3 out of 4) made accelerated progress. (25% (1 child) who made expected is PP + SEN)</p>

				<p><b>Maths intervention:</b>  <b>80% of children reached 3 secure and 89% reached 3 working within.</b></p>
February 2015	CB/JH/DS	<ul style="list-style-type: none"> <li>To train staff in depth on PP to reinforce importance of closing the gap</li> <li>Staff to analyse own data regularly to monitor gaps within their class and identify strategies for their children</li> <li>External training from Debbie Belsher at Optimal learning.</li> </ul>	<ul style="list-style-type: none"> <li>£1000</li> </ul>	<p><u>In-house training:</u></p> <ul style="list-style-type: none"> <li>Training from Optimal Learning on February 13<sup>th</sup> 2015 on 'Narrowing the Gap'. All staff and governors invited to attend. Focus on AFL strategies, independence and choice, extending the more able. Impact monitored through learning walks, work scrutiny and lesson observations. <b>98% of lessons graded good and outstanding with 53% outstanding (86% in Autumn, 29% outstanding.)</b></li> <li>PP INSET meeting on 11 Feb 2015.</li> <li>PP INSET for teaching assistants on 13 March 2015.  <b>Staff received handouts and expectations were set that the highest trained staff members should be working with PP children daily to ensure quality first teaching. (see comments in quality first teaching box).</b></li> </ul> <p><u>External training:</u></p> <ul style="list-style-type: none"> <li>CB attended county PP conference and cascaded information to PP working party and staff.</li> <li>JH, ID, JS and HE attended 'Pupil Premium: the next steps'. <b>CB and JH reviewed and adapted action plan together e.g. PP children to be in a group with staff on school trips rather than volunteers to promote high outcomes.</b></li> </ul>

December 2015	BH	<ul style="list-style-type: none"> <li>To purchase 6 ipads for intervention groups with PP children.</li> </ul>	<ul style="list-style-type: none"> <li>£2000</li> </ul>	March 2015: iPads purchased with 'Touchtronic letters' for literacy interventions; 6 available in trolley for intervention teachers to use in groups. <b>The impact of these feed into the scores highlighted in green above.</b>
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**Key objective 4: To improve attendance and engagement with families**

Action: Parents and families have the most direct and lasting impact on children's learning and development of social competence. When parents are involved, students achieve more, exhibit more positive attitudes and behavior, and feel more comfortable in new settings. Early childhood providers need to reach out to families in order to build the kind of relationships that engage them as active partners early in their children's education (National Dropout Prevention Center/Network, 2003).

Rationale: Research shows that 26% of eligible families in West Sussex may not be signed up.

Dates	Responsible	Initiative/Intervention	Cost	Impact
Beginning Autumn 2014	KH	<ul style="list-style-type: none"> <li>Family Engagement Teaching Assistant to offer support to families in need e.g. family group meetings to resolve confrontation in the home, arranging referrals to other agencies, providing a supportive role to families in crisis, feelings group, advising on behaviour and eating issues at home.</li> <li>Parental engagement activities and resources</li> <li>Help to reduce lateness and increase attendance.</li> </ul>	<ul style="list-style-type: none"> <li>£18092</li> </ul>	<p><b>Report provided to governors January 2015.</b></p> <p><b>The FETA works closely with families and in most cases becomes the first contact at school.</b></p> <p><b>Excellent feedback from parent questionnaires: 100% have found the service very helpful and have seen improvements in their situations. 100% would use the FETA again and recommend her to other parents. All parents have written very appreciative comments, including one who stated: 'I'm 100% certain that I recovered more quickly due to the support you gave me! And you never judged me once! I can't thank you enough.'</b></p> <p><b>The FETA has supported the staff by providing time and support for parents whilst the teachers provide it to their classes. She ensures she is available and accessible</b></p>

				<p>to parents by doing gate duty every morning and also works directly with the children. (See case studies)</p> <p><i>Governors and the rest of the school community wish this role to continue as it is also particularly supportive for staff as well as children and parents.</i></p>
Autumn 2014 and 2015.	CB/CW	<ul style="list-style-type: none"> <li>To ensure all eligible families are signed up for the Pupil Premium. (Part of school attendance Ofsted plan).</li> <li>Incentives for signing up.</li> <li>Scooter (prize)</li> <li>X3 holidays donated by governor</li> <li>School jumpers</li> </ul>	<ul style="list-style-type: none"> <li>£1500</li> </ul>	<p>Number of children at 12/01/15 is 67 Pupil Premium children. The number has reduced from 72 as some children have left. <i>Continue to offer incentives for signing up.</i></p> <p>July 2015, 10 Reception children have signed up for next September after promotion at Welcome Meeting.</p> <p><b>Back page of school newsletter to feature PP advert from January onwards.</b></p> <p><b>Families were very excited to receive their prizes and we will continue to use this initiative next year.</b></p>

July 2014	JH	<ul style="list-style-type: none"> <li>To actively encourage and invite families to attend school led workshops.</li> <li>To invite children to attend breakfast club and/or after-school clubs (on a half termly basis to improve attendance/lateness)</li> <li>To offer to pay for holiday clubs e.g. Davison Youth University after a child has managed to reach attendance targets.</li> <li>Letter sent home to individual families to celebrate success of increased attendance and to encourage better attendance.</li> <li>Discussions with parents re: lates and absences. Support offered.</li> <li>(See Ofsted action plan)</li> </ul>	<ul style="list-style-type: none"> <li>£2500</li> </ul>	<p>March 2015: 2 children attended Breakfast Club, paid for by PP, across Autumn and Spring Terms. 1 child's attendance is 96% (good), the other's is 93% (satisfactory).</p> <p>The FETA worked with families on improving attendance and lateness and rewarded parents with incentives on the school gate each morning.</p> <p>One child received time at Davison Youth University after increasing his attendance.</p> <p>The AHT met with parents to discuss attendance issues and to help provide solutions to any barriers.</p> <p>July 2014 49% of PP children had attendance below 95%. March 2015: 44% had attendance below 95%; a decrease of 5% from July.</p> <p>Dec 2014 10 children had attendance below 90%. March 15: 8 PP children had attendance below 90%. (JH met with 5 of those families, KH met with 1, DS met with 1) and 1 is new to the school.</p> <p>Children who had attendance below 95%: 100% of the Year 2's increased their attendance. Out of 6 Year 3's, 50% increased their attendance by the end of the academic year.</p>
<b>Key objective 5: To develop skills and personal qualities</b>				
Action: To provide PP children with opportunities that increase confidence, self esteem and language skills.				

Rationale: From EEF toolkit; Outdoor adventure learning interventions consistently show positive benefits on academic learning and wider outcomes such as self confidence. On average, children who take part in outdoor learning interventions make approximately three months additional progress per year.

Dates	Responsible	Initiative/Intervention	Cost	Impact
July 2014	JH/CB	<ul style="list-style-type: none"> <li>Contact Chichester University re: Creativity Project to invite them to work with children on drama activities.</li> </ul>	<ul style="list-style-type: none"> <li>None. 1 afternoon release time with JH</li> </ul>	<i>Separate evaluation available.</i>
September 2014	JH/DB/SC	<ul style="list-style-type: none"> <li>A group of Year 1,2 and 3 PP children to attend 3 Beach school sessions led by trained Beach School Practitioner.</li> <li>Visit to West Wittering Beach as a contrast to East Worthing</li> </ul>	<ul style="list-style-type: none"> <li>15 day HLTA and TA release time</li> <li>Minibus £50</li> </ul>	<b>Increase in confidence, involvement and social skills at end of sessions. See Case studies written by Di Bearham (HLTA).</b>
December 2014	CB/HE	<ul style="list-style-type: none"> <li>Support for residential and educational visits.</li> </ul>	<ul style="list-style-type: none"> <li>£2400</li> </ul>	See evaluation above.
September 2014	NR	<ul style="list-style-type: none"> <li>Your Space play therapist and Art therapist working in school x10 hours/week</li> <li>Play therapist providing in class observations and strategies to team</li> <li>Play therapist providing supervision for team</li> <li>X3 learning mentors in school to identify barriers to learning</li> </ul>	<ul style="list-style-type: none"> <li>£9715</li> </ul>	<p><b>By removing the emotional barriers to learning:</b></p> <p><b>In Y1, 88% of the children working with learning mentors have made accelerated progress in literacy and 83% in maths. 100% of the children working with the play therapist made accelerated progress in Reading, Writing and Maths.</b></p> <p><b>In Y2, 94% of the children working with learning mentors have progressed by 3 or more sublevels in literacy and 96% in Maths.</b></p>

				<p>In Y3, 100% of children working with learning mentors have made accelerated progress in literacy and expected progress in maths. All 3 of the children working with the play therapist made accelerated progress in writing and 2 made accelerated progress in Maths.</p>
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