



# Oughton Primary and Nursery School

## Pupil Premium Strategy 2019-20

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1. Summary information					
<b>School</b>	Oughton Primary and Nursery School				
<b>Academic Year</b>	2019/20	<b>Total PP budget (indicative) April 18</b>	£118,800 Indicative (based on Jan 18 Census of 90 pupils) Early Years PP = £1,805	<b>Date of most recent PP Review</b>	April 2020
<b>Total number of pupils</b>	252- May 2019 231-September 2019 228-January 2020 232- April 2020	<b>Number of pupils eligible for PP</b>	May 2019-EYPP=6, PPG 93 (6EYPP), 63 FSM September 2019- EYPP=8, PPG 94 (8EYPP) January 2020- EYPP=7, PPG 97 (7EYPP) April 2020- EYPP=7, 92 PPG (7 EYPP)	<b>Date for next internal review of this strategy</b>	September 2019 / December 2019 / April 2020

2. Current attainment unvalidated ASP data		
<b>Attainment for: July 2019 (13 PP, 2 PP SEND, 37 total in class) KS 2</b>	<i>Pupils eligible for PP (our school)</i>	<i>All Pupils (including pupils not eligible for PP) (our school/national Y6)</i>
<b>% achieving expected standard or above in reading, writing and maths</b>	54%	70% / 65%
<b>% achieving expected standard or above in reading</b>	62%	76% / 73%
<b>% achieving expected standard or above in writing</b>	77%	84% / 79%
<b>% achieving expected standard or above in maths</b>	69%	81% / 79%
<b>Attainment for: July 2019 (14 PP pupils, 3 PP SEND, 37 total in class) KS 1</b>		
<b>% achieving expected standard or above in reading</b>	71%	81% / 75%
<b>% achieving expected standard or above in writing</b>	71%	76% / 69%
<b>% achieving expected standard or above in maths</b>	79%	78% / 76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Low speech, language and reading and writing skills (comprehension, word aware and phonics for some children)	
<b>B.</b>	Low ambition and low life experiences plus low attendance for a small group of PPG children.	
<b>C.</b>	Low resilience, low confidence and fear of failure.	
<b>D.</b>	SEND needs for many PPG children	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Engagement of Parents to support learning and Attendance.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children are able to talk clearly in full sentences, using high level language, in turn improve understanding of language and words, which will enhance their reading skills re comprehension. PPG children's reading improves in line with Non PPG children. FSM children will make good progress and improve attainment in Reading and Writing. <b>Whole School and Targeted</b>	PPG children will all make good progress in Reading (reflected by comprehension) and writing (reflected by use of language). PPG children make good progress in reading and writing so that their writing is influenced by this. Children enjoy reading and can talk enthusiastically about a book they are enjoying. PPG children achieve in line with Non-PPG children. FSM children will make good progress and improve attainment in Reading and Writing.
<b>B.</b>	Children will take part in visits / activities that will extend their life experiences and learning further, improving attendance at school. FSM children will receive a school dinner each day, enhancing concentration and healthy lifestyles. <b>Whole School</b>	Children talk about their future with enthusiasm Children talk about activities and learning with excitement Children set/attempt challenging targets Children speak ambitiously about their future. Attendance for PPG is above 96%. FSM children will eat a school meal each day – those who are entitled to this.
<b>C.</b>	Children will become more resilient when tackling challenges, show motivation to succeed and display more confidence in new situations. <b>Whole School</b>	Staff will use the Young Minds resources to promote resilience in school. Staff to support Parents to encourage resilience with their children. PPG / FSM children to show more confidence and motivation in new situations and be able to tackle challenges without the feel of failure.
<b>D.</b>	SEND children who are also PPG reading, writing and maths improve, with progress greater than Non PPG children. <b>Targeted</b>	SEND/PPG children make good progress in reading, writing and maths from their starting points, greater than Non PPG children.
<b>E.</b>	Parents supporting children in their education – attending school, attending clubs and Booster sessions plus supporting learning at home. <b>Targeted</b>	Parents attend workshops held at school and Parents Evenings, including supporting Parents with behaviour management at home and attendance. Parents support their children at home – Reading / Learning Logs. Parents ensure their children attend Booster sessions, morning sessions.

## 5. Planned expenditure

Academic year

2020/21 April 2019 – March 2020

The 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? How we measure impact.	Staff lead	When will you review implementation?
<p>Children are able to talk clearly in full sentences, using high level language, in turn improve understanding of language and words, which will enhance their reading skills re comprehension. PPG children's reading improves in line with Non PPG children. FSM children will make good progress and improve attainment in Reading and Writing. Closing the vocabulary gap for PPG children.</p> <p><b>Whole School</b></p>	<p>Continuation with Whole school Word Aware Project to enhance language – staff training.</p> <p>Fluency Project to aid comprehension.</p> <p>Use of Speech and Language Therapist to support with training, implementing and monitoring Word Aware initiatives.</p> <p>Lunchtime discussion topics to encourage conversations.</p> <p>Pupil progress meetings half termly will inform achievement.</p> <p>Drop-ins / observations focusing on reading and writing.</p> <p>Additional support in Guided Reading and Fluency in Upper KS 2.</p> <p>Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading.</p> <p>Books will be celebrated and enjoyed in school, using the library. Author visit celebrated and children encouraged to read within school. Books will be on display in the classrooms and library used to encourage children to read.</p>	<p>Effectiveness of Speech and Language Therapist.</p> <p>Research regarding words and understanding – the need to enhance language to improve outcomes. Evidence re Word Aware and Fluency Project improving outcomes.</p> <p>Phonics will be encouraged as a strategy to reading in the classroom when necessary – good results improve reading.</p> <p>An author visit was well received by children – pupil voice.</p> <p>Herts for Learning- Great Expectations case study- Using Lunchtime to Raise Standards for Vulnerable Pupils.</p>	<p>Staff meetings – work evaluated.</p> <p>Lead member of SLT re Speech and Language – feedback / data.</p> <p>Lead re Work Aware and Fluency Project – feedback from staff and data.</p> <p>Clear evidence of Word Aware strategies in the classrooms and pupil voice.</p> <p>Monitoring by SLT.</p> <p>Feedback from MSAs</p> <p>Pupil Progress Meetings to discuss provision.</p> <p>Drop-ins to ensure support is given.</p> <p>Inclusion Manager will monitor intervention.</p> <p>Teachers to implement strategies – monitored by SLT.</p> <p>The children will be able to talk about Authors they are learning about.</p> <p>Baseline Assessments.</p>	<p>LS CMP</p> <p>SLT / HT re PPM</p>	<p>End of each term.</p>

<b>Evaluation / Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.		<b>Lessons learned / Cost</b> (and whether you will continue with this approach)			
<p><b>September 2019:</b>  <b>KS1</b> data in reading and writing above national average for disadvantaged and non-disadvantaged groups. <b>KS2 data in reading in line</b> with national for disadvantaged groups, writing above national average for disadvantaged groups, data in reading and writing above national average for non-disadvantaged groups.  <b>Word Aware:</b> positive pupil and staff voice around 'word dress up' day.  <b>Lunchtime conversation starters:</b> positive staff and pupil feedback.            Good feedback from the <b>Parents coffee morning</b> around supporting their children with their vocabulary- ran by Speech and Language Therapist.  <b>Whole Class Guided reading:</b> observations demonstrated a good level of discussion around vocabulary. <b>Curriculum plans:</b> Highlight key vocabulary and the progression across the school  <b>January 2020:</b>  <b>KS1 and KS2</b> Reading and writing- positive in year progress with PPG children in line with Non PPG.  <b>April 2020:</b>  <b>KS1:</b> Reading-positive progress in line with Non PPG children. Writing-positive progress in line with Non PPG children in one year group and towards expected progress in other year group.  <b>KS2:</b> Reading and Writing- towards expected progress in three year groups and positive progress in remaining year group.</p>		<p><b>September 2019</b>  <b>Interventions:</b> Monitor baselines and intervention notes for Speech and Language provision  <b>Lunchtime provision:</b> continue to work with MSA's and support staff to use lunchtimes to raise standards for pupils  <b>January 2020:</b>            Trial language intervention to improve the pre-teaching of vocabulary in KS2 class  <b>April 2020:</b>            Look at ways to promote the use of language during lockdown within home learning.</p>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b> <b>How we measure impact.</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Children will take part in visits / activities that will extend their life experiences and learning further, improving attendance at school.            School will further develop the curriculum to provide a wider range of enrichment opportunities.            FSM children will receive a school dinner each day, enhancing concentration and healthy lifestyles.</p>	<p>Visitors to the school – whole school projects, visits such as Authors / Pantomimes booked. Wow events to be booked and Parents invited to join these days to find out about learning in school.            Clubs for children to run by TAs to offer extra-curricular activities – sport, Science, Art.            Music lessons / Cubs as other learning experiences.            Promote school dinners for FSM children.</p>	<p>Visitors &amp; visits give an opportunity to showcase inspirational people / jobs and places, allowing the children to see that it is also achievable for them too. This allows them to be inspired to believe they can achieve the same and gives them the opportunity to ask questions about how they got to where they did. WOW days and exciting activities throughout the term will be fun and the children will want to be part of them. PPG children experiences will be more hands on activities. Parents to be involved in the learning within school to promote supporting the children at home.            Clubs to offer more opportunities for learning through clubs after school.</p>	<p>SLT to discuss who to invite into school and Phase Leaders to discuss places to visit to inspire children. SLT will attend speakers and ask the children their views.            Parent questionnaires.            Pupil voice re clubs and observing clubs.            Attendance will be monitored – especially re key children – PPG who are persistent absences.            FSM dinner take up will be monitored and action followed up.            Enrichment opportunities throughout the curriculum will be mapped out for the academic year.            Opportunities for pupils to showcase their talents in different fields</p>	<p>SLT</p>	<p>End of each term.</p>

<p>Enable children to be develop and showcase their talents in different fields</p> <p><b>Whole School</b></p>	<p>Continue to offer enrichment activities such as Feeling Good Week, Art Week and re-developing the allotment and nature area. Pastoral Lead to promote activities with children and families.</p>	<p>FSM children will be encouraged to eat a school dinner each day. Provide other experiential learning opportunities for groups of children outside of the daily curriculum through the re-development of the allotment and nature area. Feedback from pantomime, Wellbeing week, author visits and clubs. Herts for Learning Great Expectations- case study- A Curriculum That Dares to Be Different.</p>			
<p><b>Evaluation / Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>			<p><b>Lessons learned / Cost</b> (and whether you will continue with this approach)</p>		
<p><b>October 2019:</b> Pupil voice reflected enjoyment in learning experiences. School dinner – healthy food given. Wow days – positive feedback from children and photos as evidence. Pupil voice: Positive feedback from Morning Maths, Arts Week, Wow days and the Poetry visitor. <b>Clubs:</b> Staff have planned and arranged a variety of new clubs this term including knitting, running, netball and homework club.</p> <p><b>January 2020:</b> Positive pupil voice around school trips, science day and Wow days- photos as evidence. Positive feedback from parents, pupils and staff around development of the allotment. <b>Clubs-</b> based on pupil and parental voice there are the now a wide range of clubs such as sewing, construction, recorders, multisport, football, book club, choir and PE skills. <b>Aspirations week-</b> guest speakers included the Armed Forces, an Actuary, Police Officers, an Osteopath and Hitchin Football Club.</p> <p><b>April 2020:</b> Positive pupil, staff and parental feedback from Wellbeing Week. Positive pupil feedback around the variety of clubs available.</p>			<p><b>October 2019</b> <b>Clubs:</b> gather pupil and parental voice around the wide range of clubs on offer. <b>Learning experiences:</b> Writing Week in November, Aspirations week in January, Feeling Good week planned for February and Celebrating the Arts week in June. <b>January 2020</b> continue to have guest speaker's throughout the year to embed the aspirations work. Ensure there is a balance of female and male speakers. <b>April 2020:</b> Home learning to encourage children to try a range of activities. Focus on the Five Ways to Wellbeing.</p>		
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b> <b>How we measure impact.</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>
<p>Children will become more resilient and develop a growth mindset when tackling challenges, show motivation to succeed and display more confidence in new situations.</p> <p><b>Whole school</b></p>	<p>Use the Academic Resilience Approach from Young Minds website to audit current practice and create an action plan: (SLT Resilience Audit Tool, staff audit tool and Interactive Resilience Framework). Use the Resilience Zap session and presentation to train <b>all</b> staff to teach children methods to become resilient in lessons and in everyday situations.</p>	<p>Evidence has shown that developing a Growth Mindset in both children and adults develops resilience, confidence and a positive approach to the challenges of life. Carol Dwek and Shirley Clarke both have undertaken research which reinforces the importance of such an approach in schools</p> <p>It has been noticed that some PPG/FSM children halt when they find a task is</p>	<p>Training will be evaluated and discussed with staff. Implementation of strategies will be monitored. Challenging tasks will be given to PPG/FSM children and observations of actions will take place. Staff will report back in Pupil Progress Meetings regarding motivation and confidence. Evaluating the Child Youth Resilience Measure Questionnaires.</p>	<p>CMP</p>	<p>End of each term.</p>

	<p>PPG children will be given challenges in which to learn skills to succeed. Staff will explore the concept of a growth mindset with the children. The Jigsaw programme will focus on motivating and developing confidence, learning about themselves and others.</p> <p>Afternoon sensory circuit activity for key children who are PPG and have SEND to support with focus and attention</p> <p>Pastoral Lead to promote activities with children and families.</p> <p>Baselining children using Child Youth Resilience Measure Questionnaire.</p>	<p>challenging and are not able to continue to focus on overcoming the challenge. Jigsaw (PHSCE) Programme in links well with teaching the skills of resilience and overcoming the feel of failure. Positive feedback from staff, pupils and parents from Feeling Good week.</p> <p>Herts for Learning Great Expectations- case studies: Implementing A Cohesive Emotional Wellbeing Approach. A Curriculum That Dares to Be Different.</p>			
<p><b>Evaluation / Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>			<p><b>Lessons learned / Cost</b> (and whether you will continue with this approach)</p>		
<p><b>September 2019:</b> All staff have had STEPS refresher training with an emphasis on unpicking behaviours displayed. Staff have started to use Anxiety Mapping and Roots and Fruits as a basis for this.</p> <p><b>January 2020:</b> Positive feedback from staff around resilience training- staff have started to introduce elements of the course into their classroom strategies such as How many positives can you think of?. This supports when tackling difficult situations.</p> <p><b>April 2020:</b> Evidence through observations and feedback marking that the majority of pupils are becoming more independent in their learning.</p>			<p><b>September 2019:</b> <b>Resilience</b> INSET day arranged for 6/1/20</p> <p><b>January 2020:</b> School to complete the Boing Boing Academic Resilience Audit to identify areas of strength and areas of need within the school. Carry out pupil voice around how children interpret resilience. Parent information session on helping their children to become more resilient.</p> <p><b>April 2020:</b> Explore how we will encourage parents to support their children to further develop a growth mindset when home learning. Consider how children's resilience may be affected by Covid 19. Ensure all audits are up to date with relevant actions identified.</p>		

**ii. Targeted support**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Children are able to talk clearly in full sentences, using high level language, in turn improve understanding of language and words, which will enhance their reading skills re comprehension. PPG children's reading improves in line with Non PPG children. FSM children will make good progress and improve attainment in Reading and Writing. Closing the vocabulary gap for PPG children.</p> <p><b>Targeted</b></p>	<p>Some PPG children will attend Fluency Project, Talk of the Town (TOTT), Word Wizard and Wellcomm intervention – using Speech and Language intervention.</p> <p>Some PPG children will be supported by Teachers / TAs to focus on language, phonics, comprehension.</p> <p>Lunchtime discussion topics to encourage conversations.</p> <p>Teachers and TAs have been employed to support small groups. 1:1 support in place in Year 5 and 6 focusing on reading and small group Story Detectives for Year 3, 4 and 5. Intervention for Phonics where needed.</p> <p>Some children PPG children will take part in Word Wizard intervention groups looking at closing the vocabulary gap.</p> <p>Continue to invite parents to speech and language information sessions</p>	<p>Research shows the importance of closing the vocabulary gap and improving outcomes for pupils. Jane Harley <i>states</i> "Language opens doors. It unlocks the world of reading and the imagination, the excitement of writing, the capacity to explore new subjects and releases our potential to learn and grow as an individual. In schools, it underpins progress, impacts on attainment throughout primary and secondary years, affects self-esteem and behaviour and plays a huge role in a child's future life chances. Without enough language – a word gap – a child is seriously limited in their enjoyment of school and success beyond."</p> <p>HfL- Great Expectations case study- Using Lunchtime to Raise Standards for Vulnerable Pupils. Talk of the Town, Story Detectives and Wellcomm, Fluency Project – positive results and individual data for intervention showing progress for children 2016/17, 2017/18 and 2018/2019 Intervention focusing on a love of reading and books is essential in life to enhance lifelong learning. When children read often in a concentrated session, they gain in confidence – feedback from Fluency Project. This time makes them feel valued. This time makes them see that books are positive and enjoyed. Word Wizard has improved the reading of identified children.</p>	<p>Intervention provision and notes – monitoring and Pupil Progress Meeting notes and end of term data will show improvements in Reading and Writing.</p> <p>Clear evidence of Word Aware strategies in the classrooms and pupil voice. Monitoring by SLT.</p> <p>Pupil Progress Meetings to discuss provision. Drop-ins to ensure support is given. Inclusion Manager will monitor intervention. Teachers to implement strategies – monitored by SLT.</p> <p>The children will be able to talk about Authors they are learning about.</p>	<p>LS CMP SLT re monitoring files and intervention</p>	<p>End of each half term.</p>

<b>Evaluation / Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned / Cost</b> (and whether you will continue with this approach)
<p><b>September 2019:</b>  <b>KS1</b> data in reading and writing above national average for disadvantaged groups.  <b>KS2 data in reading in line</b> with national for disadvantaged groups and writing above national average for disadvantaged groups  <b>Word Aware:</b> positive pupil and staff voice around 'word dress up' day.  <b>Lunchtime conversation starters:</b> positive staff and pupil feedback.            Good feedback from the <b>Parents coffee morning</b> around supporting their children with their vocabulary- ran by Speech and Language Therapist.  <b>Whole Class Guided reading:</b> observations demonstrated a good level of discussion around vocabulary. <b>Curriculum plans:</b> Highlight key vocabulary and the progression across the school  <b>January 2020:</b>            Positive feedback from Story Detectives around raising the children's confidence to use a range different reading strategies.  <b>KS1 and KS2</b> Reading and writing- positive in year progress with PPG children in line with Non PPG.  <b>April 2020:</b>  <b>KS1:</b> Reading-positive progress in line with Non PPG children. Writing-positive progress in line with Non PPG children in one year group and towards expected progress in other year group.  <b>KS2:</b> Reading and Writing- towards expected progress in three year groups and positive progress in remaining year group.</p>	<p><b>September 2019:</b>  <b>Interventions:</b> Monitor baselines and intervention notes for Speech and Language provision- focus on closing the vocabulary gap.  <b>Lunchtime provision:</b> continue to work with MSA's and support staff to use lunchtimes to raise standards for vulnerable pupils  <b>January 2020:</b>            Trial language intervention to improve the pre-teaching of vocabulary in KS2 class  <b>April 2020:</b>            Look at ways to promote the use of language during lockdown within home learning.</p>

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>SEND children who are also PPG reading, writing and maths to improve, with progress greater than All Pupils.</p> <p><b>Targeted</b></p>	<p>Awards given to PPG children to motivated them in their learning such as Reading Awards, 'Going the Extra Mile' and Intervention – TAs and Teacher support identifying key areas and providing support.</p> <p>Specialised SEND provision for PPG children to be evident.</p> <p>Art Therapy for identified children to enable them to discuss their feelings in a safe environment and start to feel confident in situations.</p> <p>Speech and language sessions to improve language and communication.</p> <p>Resilience intervention for Parents and their children.</p> <p>Word Aware interventions to close the vocabulary gap.</p> <p>School will further develop the curriculum to provide a wider range of enrichment opportunities.</p> <p>Development a Growth Mind-set approach to learning.</p>	<p>Booster sessions reflect impact on SATS results. Intervention data is positive. Art Therapy evident from Parents and children.</p> <p>Case studies of key SEND/PPG show positive progress in all areas and behaviour for learning.</p> <p>When children make progress and are working towards their peers, their confidence improves and they feel ready for challenges. Their general behaviour and attitude improves as they feel success and self-esteem improves – this has been seen in school 2016/17, 2017/18, 2018/19.</p> <p>Evidence has shown that developing a Growth Mind-set in both children and adults develops resilience, confidence and a positive approach to the challenges of life. Carol Dwek and Shirley Clarke both have undertaken research which reinforces the importance of such an approach in schools. HfL Great Expectations- case studies: Implementing A Cohesive Emotional Wellbeing Approach. A Curriculum That Dares to Be Different.</p>	<p>Pupil Progress Meetings.</p> <p>Assessment data</p> <p>Drop-ins and discussions with children, Parents and staff.</p> <p>Intervention monitoring.</p> <p>Pupil voice</p>	<p>CMP</p>	<p>End of each term.</p>

<b>Evaluation / Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned / Cost</b> (and whether you will continue with this approach)
<p><b>September 2019:</b>            Phonics overall 77% of the whole cohort passed in 2019. 57% of the PPG children passed phonics screening. Booster sessions impact reflected in KS2 results.            2 key year groups regarding SEND/PPG with children who have significant needs.            Data across the school re groups R, W and M: KS 1 and 2 – progress comparable PPG/SEND with others</p> <p><b>January 2020:</b>            Positive feedback from Story Detectives around raising the children’s confidence to use a range different reading strategies.  <b>KS1-</b> Positive in year progress for SEND and PPG children in reading, writing and maths  <b>KS2-</b>  <b>Reading-</b> Positive in year progress for 2 of the KS 2 classes for children who are SEND and PPG.  <b>Writing-</b> Positive in year progress for 3 of the KS 2 classes for children who are SEND and PPG.  <b>Maths-</b>Positive in year progress in all classes for children who are SEND and PPG.</p> <p><b>April 2020:</b>            Positive feedback from Story Detectives around raising self-confidence.  <b>KS1-</b> Significant positive in year progress for SEND and PPG children in reading, writing and maths  <b>KS2-</b>  <b>Reading-</b> Positive in year progress for 3 of the KS2 classes for children who are SEND and PPG.            Significant in year progress for 1 of the KS2 classes for children who are SEND and PPG.  <b>Writing-</b> Positive in year progress for 2 of the KS2 classes for children who are SEND and PPG. Significant in year progress for 2 of the KS2 classes for children who are SEND and PPG.  <b>Maths-</b> Positive in year progress for 3 of the KS2 classes for children who are SEND and PPG. Significant in year progress for 1 of the KS2 classes for children who are SEND and PPG.</p>	<p><b>September 2019:</b>            Resilience training booked for 6/1/20. Closer monitoring of interventions with a more personalised approach.</p> <p><b>January 2020:</b>            Staff training on measuring small steps of progress in all areas of school life.</p> <p><b>April 2020:</b>            Art Therapist left Oughton in February - Explore the options and research into play based therapy/ Art Therapy or talk based therapy.</p>

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Parents supporting children in their education – attending school, attending clubs and Booster sessions plus supporting learning at home. Supporting their children with developing resilience and a growth mind-set.</p> <p><b>Targeted</b></p>	<p>Teachers / TAs employed to teach Booster sessions – after school, holidays and before school. Breakfast provided to those Year 6 who attend Morning Maths. Rewards for attending Boosters and extra sessions 'Going the Extra Mile' and equipment for homework. Parental Support from Pastoral Team. Workshops and coffee mornings for Parents. Pastoral Lead to continue supporting individual pupils and families. Educating and supporting parents to develop their child's resilience.</p>	<p>Breakfast provided gives a good start to the day plus ensures that children are attending school on time. Rewards show the children that it is good to learn and take part in extra activities in their own time. Parental voice around the coffee mornings/workshops have been really positive. Evidence has shown that developing a Growth Mind-set in both children and adults develops resilience, confidence and a positive approach to the challenges of life.</p> <p>It has been noticed that some PPG/FSM children halt when they find a task is challenging and are not able to continue to focus on overcoming the challenge.</p> <p>2018/2019- showed positive impact of Pastoral Lead engaging with parents.</p> <p>Herts for Learning Great Expectations- Case study- Working Together to Improve Parental Engagement.</p>	<p>Register of attendance. Pupil Feedback. Pupil Progress Meeting and mock assessments show improvements. Parent feedback. Induction Process. Inclusion Manager feedback re Pastoral Team. Website- update and signpost parents in relation to resilience and growth mind-sets.</p>	<p>LJC CMP</p>	<p>End of each term:</p>

<b>Evaluation / Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned / Cost</b> (and whether you will continue with this approach)
<p><b>September 2019:</b> Boosters well attended until May 2019 for 2018/19 Year 6 cohort. Some children given Breakfast to support Parents. Positive feedback re booster sessions. Impact of booster sessions highlighted in SATs results. Autumn term 2019: Maths Boosters – Morning, after school and holiday – well attended. Positive feedback from children and their Parents. Pastoral Support Lead supporting families re Food Bank and budgeting. Coffee mornings have been running regularly.</p> <p><b>January 2020:</b> Positive pupil voice around booster sessions. Sessions are well attended. Coffee mornings have focussed on Speech and Language and how to support your child and budgeting with the Citizens Advice Bureau.</p> <p><b>April 2020:</b> Positive pupil voice around booster sessions. Sessions continued to be well attended until lockdown for Covid 19 occurred. Coffee mornings prior to lockdown focused on wellbeing and using art and crafts as a way to relax.</p>	<p><b>September 2019:</b> Guest speakers at coffee mornings with a focus on vocabulary, behaviour management, budgeting, healthy lifestyles and sleep issues. Need more support – Behaviour Management workshops and budgeting for Parents and focus on Attendance – employment of a Pastoral Support Lead to start in September. Need to adapt TA support re Pastoral next term.</p> <p><b>January 2020:</b> Coffee mornings this term will focus on looking after our mental health. Parental information session on how to improve their children’s resilience.</p> <p><b>April 2020:</b> Focus on support for families- food packages, Wellbeing, home learning and parenting strategies.</p>

<b>6. Review of expenditure to date</b>	
<b>September 2019</b>	<p>Pastoral Lead – very positive impact over the last year, Whole school focus each week – rewards. Improvement in tracking and supporting key families – visits to the home / penalty fines / Pupil Attendance Meetings. Positive feedback from staff and pupils re Pastoral Lead role.</p> <p>Speech and Language Therapist - Positive feedback from pupils, parents and staff regarding support</p>
<b>January 2020</b>	<p>Staff training on improving children’s resilience - positive staff feedback and strategies are starting to be used across the school.</p> <p>Pastoral Lead- Aspirations Week, coffee mornings, getting staff, pupils and parents involved in developing the allotment. Positive feedback on the links with the local community that have been developed.</p> <p>Enrichment activities- Positive feedback from pupils around school trips, Science Days, Wow days, clubs and the Pantomime.</p> <p>Speech and Language Therapist- Positive feedback from pupils, parents and staff regarding support. Has been trialling specific language interventions in key classes.</p>

<b>April 2020</b>	<p>Pastoral Lead- Wellbeing Week- Positive feedback from pupils, parents and staff. Local links with the community continue to develop with parents attending events at the community centre in February half term.</p> <p>Enrichment activities- forest schools in Wellbeing week plus other activities during this week.</p> <p>Speech and Language Therapist- positive feedback and clear progress seen from the language intervention trialled in key class.</p> <p>Positive feedback from pupils, parents and staff regarding support</p> <p>Lexia- clear progress seen for the majority of children who have been regularly using Lexia.</p>
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## 7. Additional detail

### School Meals

April 2019 to March 2020 – Free School meals will be paid for FSM pupils. The impact of this is that these children received a school meal which helped their concentration levels and health. This also helped their families financially.

This strategy was put together in April 2019 by Lisa Clayton (Headteacher) and Caroline Phillipson (Inclusion Manager with key responsibility for SEND and vulnerable Groups including PPG / FSM) with involvement from Governor – Mrs Val Chamberlain (Governor with key responsibility for SEND and vulnerable Groups including PPG / FSM and SEND). This strategy will be reviewed in in Sept 2019, December 2019 and in March 2020. Each term the impact of the money spent will be reviewed and costs noted.

## Reviews

**Review: Sept 2019** by Lisa Clayton (Headteacher) and Caroline Phillipson (Inclusion Manager with key responsibility for SEND and vulnerable groups including PPG / FSM) and Val Chamberlain (PPG / SEND Governor)

**Review: January 2020** Caroline Phillipson (Inclusion Manager with key responsibility for SEND and vulnerable groups including PPG, FSM)

**Review: April 2020** by Lisa Clayton (Headteacher) and Caroline Phillipson (Inclusion Manager with key responsibility for SEND and vulnerable groups including PPG / FSM)