

Warren Park Primary School

Pupil Premium Strategy 2018-2019



Listen, Think, Learn & Enjoy

Warren Park Primary School Pupil Premium forecast as of 01.04.18		
Number Of Children on roll	421	
Pupil Premium entitlement on roll	172	
Pupil Premium budget allocation	£234,880	
Forecast years	2017-2018	2018-2019
Number of FSM	159	103
Number of SGO	8	8
Number of LAC	3	5
Number of Service Children (SC)	1	0
Number of Ever6	68	69
Totals	171	172

	School Profile for 2017 – 2018 financial year				
Year Group	Number on roll	FSM	SGO	LAC	SC
EYFS	60	17	0	0	0
Year 1	60	18	0	0	0
Year 2	60	17	2	0	0
Year 3	61	19	2	1	0
Year 4	59	33	2	0	0
Year 5	60	22	1	0	1
Year 6	61	34	1	3	0

School Profile for 2018 – 2019 financial year					
Year Group	Number on roll	FSM	SGO	LAC	SC
EYFS	60	18	0	0	0
Year 1	60	21	0	0	0
Year 2	60	23	2	0	0
Year 3	60	21	2	1	0
Year 4	60	32	2	0	0
Year 5	60	24	1	1	0
Year 6	61	35	1	3	0

Pupil Premium funding allocation 2018 - 2019	
Teachers	£121,120
NHS SALT	£7,025
0.2 FTE SALT	£10,522
TLR x 2	£23,898
ELSA	£18,074
Subsidised life experiences	£6,000
Creative Curriculum	£10,094
HSLW	£14,344
HLTA	£31,323

Warren Park Pupil Premium Team	
Pupil Premium Team	Lynne Lofting, James Wood, Chris Ayling
Finance Manager	Anna Evans
Lead Governor for Pupil Premium	Chris Purnell.

Action Point: One	Responsibility: LE,AB,EC,LL	Review: on-going
Action objective: S,L&C		
Speech, Language and Communication (S,L&C) skills in EYFS are generally lower for Pupil Premium children. This is identified through oral language assessment and baseline data during the EYFS stage. Therefore S,L&C support continues throughout KS1 and into LKS2.		
Rationale and approach within school.		
<p>Research shows that up to 50% of children from socially deprived areas start school with language skills below age expectations. If children continue to have language difficulties over the age of five, research shows that this will have a significant impact on their ongoing access to the curriculum. As a school we realise that limited intervention will not be enough to overcome learning barriers, therefore a sustained approach has been embedded across the key stages. This will help develop vocabulary, which in turn, should open the doors for accessibility into the wider curriculum.</p> <p>Year R Baseline data for 'Communication and Language' illustrates that: Listening and Attention, only 38% of the cohort came in at the expected 40-60 months. Understanding was lower at only 36% of the cohort achieving 40-60 months. Speaking declined further to only 27% of the cohort achieving 40-60 months.</p>		
Chosen action.		
<p>On average, 75% of children didn't achieve 40-60 months. All children will therefore be taught within smaller groups. This will look different throughout the school in response to the various needs of individual children or the needs of a year group. Children who have been identified to have a delay in an element of Speech, Language or Communication, will have access to a range of additional support. Any children who have specifically identified difficulties will be referred to the S&L team, who will access accordingly.</p>		
Implementation:		
<p>There are three levels of Speech & Language support in the school overseen by the Speech and Language Therapist and Speech and Language Teacher:</p> <ul style="list-style-type: none"> -Universal level (strategies for whole school) Targeted caseload jointly managed by SALT. and Speech & Language LSA Specialist caseload of complex children who need regular therapy with S.L.T. 		
Monitoring and review		
<p>Through regular pupil progress meetings, children who are struggling will be identified at regular intervals in line with our assessment policy. Through constant assessment – teachers can request a referral to one of the following in house provisions:</p> <ul style="list-style-type: none"> NHS Speech Therapist Speech and Language Teacher Speech and Language LSA SALT to discharge and assess children through a school agreed referral process. <p>Termly updates will be given to the governors curriculum committee.</p> <p>Targeted Impact:</p> <p>General referrals from S,L&C will decrease through L & UKS2. Year groups will incorporate S, L&C support within lessons in addition to targeted intervention.</p>		

Exit data for the 2016 – 2017 cohort showed significant improvement in the EYFS stage.

Year R exit data:

Communication.

- 1) Attention and listening – 92% of children achieved ELG
- 2) Understanding 90% achieved ELG
- 3) Speaking – 92% achieved ELG

2017-2018 predictions

- 1) **Attention and listening – 94% of children achieved ELG**
- 2) **Understanding 94% achieved ELG**
- 3) **Speaking – 92% achieved ELG**

Action Point: Two	Responsibility: LL,AE	Review: on-going
Action objective: Breakfast Club		
Warren Park is centred within a deprived ward in the Hampshire district. Warren Park aims to support families who struggle to provide breakfast for their children in addition to supporting our working families.		
Rationale and approach within school.		
<p>In line with research from Healthy Schools, our breakfast club aims to offer:</p> <ul style="list-style-type: none"> • an opportunity for pupils and staff to eat breakfast, in a stimulating environment; • have a positive effect on pupils' concentration and performance throughout the day; • to help improve pupil attendance and punctuality; • to help lead to better social interaction and skills between pupils; • to improve pupils' motivation and self-confidence through relationships with adults other than teachers; • to help low income families by providing a free of charge service. 		
Chosen action.		
Parents of vulnerable groups will be targeted, allowing children to access the schools wider services. We will provide all the children with the opportunity to access breakfast club, free of charge. This will also lead to improved attendance.		
Implementation:		
<p>Letters and texts to be sent to disadvantaged families first. Attendance registers are used to monitor parental uptake of the breakfast club. Data will be analysed accordingly. Based upon 2017 -2018 figures, the following year groups will be targeted first, aiming to achieve an uptake of above 50%:</p> <p>Year R 29% of PP children attended breakfast club.</p> <p>Year 2 35% of PP children attended breakfast club.</p>		
Monitoring and review		
<p>Attendance is regularly monitored. Staff who notice children haven't had breakfast at the start of the school day will be offered the opportunity to have some prior to lessons. Class teachers will be informed. Breakfast club will be monitored annually by the governing body.</p> <p>Targeted Impact:</p> <p>Key PP children whose attendance falls below expectation will be targeted through JT to attend Breakfast club.</p> <p>Key year groups whose attendance falls below expectation will be targeted through JT to attend Breakfast.</p>		

Action Point: Three	Responsibility: AB, JT, Year Group Leads	Review: on-going
Action objective: Attendance, Family liaison and Outreach		
Parents sometimes struggle to value education and ensure that children attend school. We continue to narrow gaps in attendance, using a HSLW to bring in line with the national average of 96.1%.		
Rationale and approach within school.		
In the article 'School attendance guidance for maintained schools, academies, independent schools and local authorities' published November 2016. The article states; 'central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school'.		
Chosen action.		
A dedicated HSLW will monitor all attendance throughout the school. The HSLW will have access to all vulnerable groups, allowing the appropriate provisions to be put in place accordingly. The HSLW will provide a greater level of pastoral support to our vulnerable families. The HSLW will continue to work alongside outside agencies and liaise as appropriate providing further outreach to vulnerable parents and families.		
Implementation:		
HSLW to work within the office at the beginning of the school day. Year group numbers and absentees are displayed within key areas. HSLW to coordinate outreach support to vulnerable children and to parents where attendance is below that of the schools expectation. HSLW must liaise with Year Leads to address children whose attendance is falling behind. HSLW will attend PPMs to discuss attendance and what level of support is already in place. HSLW will then agree with year teams the appropriate way forward to address any further support needed.		
Monitoring and review		
This will be consistently reviewed throughout the year. HSLW must provide this information at each PPM meeting for every year group. Action plans must be created at this point. Attendance is monitored across the academic year and reported to parents through reports. Children's attendance which falls below 92% is shared with teaching staff, who will in turn engage with parents for outreach and offer further support. Attendance data is regularly reviewed and shared with the Governing body and included in the Headteacher report to governors.		
Targeted Impacted:		
To continue to increase attendance across the school to bring in line with national averages.		
Attendance for 2017-2018	Target for 2018 -2019	
(as of 29.03.18)		
Pupil Premium 94.56	Pupil Premium 96%	
nPP 95.81	nPP 96.1%	
To continue outreach for our vulnerable parents and liaise as appropriate with all external agencies.		
To continue to identify families who may be struggling and offer the relevant internal or external support.		

Action Point: Four	Responsibility: JT, Year Group Leads	Review: on-going
Action objective: HSLW unauthorised absence.		
Parents sometimes struggle to value education and ensure that children attend school. We continue to narrow gaps in attendance, using a HSLW to bring in line with the national average of 96.1%.		
Rationale and approach within school.		
<p>In the article ‘School attendance guidance for maintained schools, academies, independent schools and local authorities’ published November 2016.</p> <p>The article states; ‘central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school’.</p>		
Chosen action.		
In order to reduce the number of unauthorised absences due to holidays being taken during term time, Warren Park will be working in collaboration with other schools in the local area. This will then introduce a unified and cohesive approach to the fines allocated to families for taking holidays during the school term.		
Implementation:		
Unauthorised absences due to holidays will be monitored by the HSLW and SLT. Families who take children out of school during these times will receive a fine of £60 per parent per child, if paid within 21 days.		
Monitoring and review		
<p>This will be consistently reviewed throughout the year. HSLW will continue to monitor attendance, authorised and unauthorised, across the academic year. HSLW will liaise with SLT in regards to unauthorised absence due to holidays.</p> <p>Governing body will be informed termly of fines allocated to parents for unauthorised absence.</p>		
Targeted Impacted:		
To continue to reduce unauthorised absences from:		
Attendance for 2017-2018 (as of 29.03.18)	Target for 2018 -2019	
Whole School Attendance 95.30%	Whole School Attendance 96.10%	
Unauthorised 0.89%	Unauthorised 0.5%	
Unauthorised due to	Unauthorised due to	
Holidays 0.4%	Holidays 0.2%	

Action Point: Five	Responsibility: SENCo, ELSA team	Review: on-going
Action objective: ELSA		
<p>Warren Park is centred in an area of extremely high deprivation. We are aware that, regardless of this, all children require access to additional support during their time at school. However, our children and community often require additional emotional support to help them access learning. Personal, Social, Emotional and Behaviour skills in EYFS are generally lower for Pupil Premium children. This is driven through our entry data during the EYFS stage. Therefore PS,E&B support continues throughout KS1 and KS2 facilitated through a dedicated well-being and ELSA team.</p>		
Rationale and approach within school.		
<p>Year R Baseline data for 'Personal, Social and Emotional' illustrates that: Self Confidence and Awareness, only 25% of the cohort came in at the expected 40-60months. Managing Feelings and Behaviour, only 30% of the cohort achieving 40-60months. Making Relationships declined from the previous year to 38% of the cohort achieving 40-60months. Year group support for ELSA continues to remain a priority across the school, in order to meet the emotional needs of our children. Through ELSA we aim to facilitate a working and supporting ethos for all our children that helps prepare them for success. Our ELSA team are specifically trained and work alongside the SENCo, allowing focused and tailored interventions to be delivered.</p>		
Chosen action.		
<p>Children to have access to the ELSA support team to provide each child with a specialised programme to meet their individual and specific needs. ELSAs work across the school and liaise with the SENCo and EP. ELSA referrals can be made at any time, however these should always be discussed with year teams. PPM meetings will also be used to identify any children whose emotional needs may be limiting or inhibiting their access to learning. Progress is closely monitored throughout the year.</p>		
Implementation:		
<p>All teachers must submit an ELSA referral. These will be looked at either by the SENCo or ELSA team. ELSA cases will also be made during PPMs. During Autumn Term 2017 The ELSA team worked with 53 children 58% of those children being Pupil Premium. For the Spring term, PP ELSA referrals made up 56%</p>		
Monitoring and review		
<p>In line with the school's assessment policy, children's progress and attainment will be monitored through four data drops across the academic year. Year group leaders and teaching teams are given the opportunities to analyse key data, including that of our vulnerable groups, before Pupil Progress meetings take place. With the presence of the SENCo, core subject leads and LSAs– areas of difficulties will be able to be identified and provisions disseminated quickly.</p> <p>Governors from the curriculum committee will meet termly with the SENCo.</p>		
Targeted Impact:		
<p>In response to our baseline data in Year R, we will continue to work with children to reduce the amount of support required for P,S,E&B. Each year group will continue to be make referrals for ELSA support but the scaled scores achieved at either end of the support, will be reviewed in PPMs. Impact will show a positive response through scaled scores.</p>		

Action Point: Six	Responsibility: SLT, Progress Team	Review: 2019
Action objective: Flexible groupings for Teaching & Learning		
To raise resilience, attainment and progress in writing through mixed ability teaching. Nationally, the gap of children who are entitled to FMS, who don't achieve GLD in EYFS is 22%. As Warren Park is in an area of high deprivation, our percentage of children whose baseline data is lower than national average is proportionally high.		
Rationale and approach within school.		
There is a 19-month gap at the start of school between the most and least advantaged 5 year-old children, 'Sutton Trust'. Evidence has shown that the base line gap for children placed in lower or middle attaining groups does not close proportionally to those in higher academic groups. Through research and data trends, our rationale has always been to provide children with smaller teaching groups, through the use of teachers, HLTAs and LSAs. Research conducted by the EEF, suggests that smaller teaching groups, with high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. We therefore will continue to target and focus, flexible based groupings for all children across the school. This will promote progress for all through working within small or key worker groups.		
Chosen action.		
As school we will continue to utilise our three teacher model where appropriate. This allows each year group to design groupings accordingly, using a flexible approach. Where appropriate, some year groups will use a key worker model again including flexible groupings. Additional LSA hours will be employed across the school, based upon cohort needs, continuing further support in class and through interventions. This will also facilitate flexible groupings across the classes.		
Implementation:		
Changes will start from September 2018 across the school and will only be implemented for where appropriate at this time. Phonics, Maths and topic may continue to be streamed. Data will continue to be monitored through PPM meetings.		
Monitoring and review		
Data will be reviewed in line with the schools assessment policy. Regular PPM meetings. Data drops at 4 points during the year. Feedback will be given to Governors within the Headteachers report.		
Targeted Impact:		
To narrow the gap in attainment between PP children and nPP children across the school. To improve progress for all through quality first teaching. To provided targeted support for those children whose progress has fallen behind the cohort. Such support should be used to continue to narrow gaps between peers. Entry and exit data must be recorded on all provision maps so that progress can be tracked across the school.		

Action Point: Seven	Responsibility: SLT	Review: 2019
Action objective: HLTA Deployment.		
To raise resilience, attainment and progress in writing through mixed ability teaching. Nationally, the gap of children who are entitled to FMS, who don't achieve GLD in EYFS is 22%. As Warren Park is in an area of high deprivation, our percentage of children whose baseline data is lower than national average is proportionally high.		
Rationale and approach within school.		
There is a 19-month gap at the start of school between the most and least advantaged 5 year-old children, Sutton Trust'. Evidence has shown that the base line gap for children placed in lower or middle attaining groups does not close proportionally to those in higher academic groups. Through research and data trends, our rationale has always been to provide children with smaller teaching groups, through the use of teachers, HLTAs and LSAs. Research conducted by the EEF, suggests that smaller teaching groups, with high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. We therefore will continue to target and focus, flexible based groupings for all children across the school. This will promote progress for all through working within small or key worker groups.		
Chosen action.		
HLTAs will be deployed to facilitate smaller, flexible learning groups. HLTAs will be allocated PPA time alongside teaching staff to help plan and assess lessons across the academic year. In addition, HLTAs will also be used to deliver high impact interventions to support learning across the curriculum.		
Implementation:		
Two x HLTA 2s will be deployed to work alongside class teachers. These HLTAs will be responsible for maintaining and raising attainment within their year group.		
Monitoring and review		
In line with Warren Parks' assessment policy, HLTAs will work with year teams and leaders with assessment and tracking of their key groups. Data will be submitted as normal in line with policy and will be reviewed by Year leaders and SLT at PPMs.		
HLTAs will be included within the Performance Review Cycle and regular feedback will be shared. Impact and effectiveness will be regularly reviewed with SLT and Year Leads.		

Action Point: Eight	Responsibility: SLT	Review: 2019
Action objective: LSA Deployment.		
To raise resilience, attainment and progress in writing through mixed ability teaching. Nationally, the gap of children who are entitled to FMS, who don't achieve GLD in EYFS is 22%. As Warren Park is in an area of high deprivation, our percentage of children whose baseline data is lower than national average is proportionally high.		
Rationale and approach within school.		
There is a 19-month gap at the start of school between the most and least advantaged 5 year-old children, Sutton Trust'. Evidence has shown that the base line gap for children placed in lower or middle attaining groups does not close proportionally to those in higher academic groups. Through research and data trends, our rationale has always been to provide children with smaller teaching groups, through the use of teachers, HLTAs and LSAs. Research conducted by the EEF, suggests that smaller teaching groups, with high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. We therefore will continue to target and focus, flexible based groupings for all children across the school. This will promote progress for all through working within small or key worker groups.		
Chosen action.		
LSAs will be deployed to facilitate smaller, flexible learning groups. LSAs will be allocated PPA time alongside teaching staff. In addition, LSAs will also be used to deliver high impact interventions to support learning across the curriculum.		
Implementation:		
LSAs will be deployed to work in class. LSAs will be responsible for their key groups under the supervision of the class teachers and year lead. LSAs will be responsible for providing quality in the moment feedback to boost progress during lesson times.		
Monitoring and review		
In line with Warren Parks' assessment policy, LSAs will work with year teams and leaders with and contribute towards assessment of their key groups. Data will be submitted as normal in line with policy and will be reviewed by Year leaders and SLT at PPMs. LSAs will attend.		
LSAs will be included within the Performance Review Cycle and regular feedback will be shared. Impact and effectiveness will be regularly reviewed with SLT and Year Leads.		

Action Point: Nine	Responsibility: Finance Manager	Review: 2019
Action objective: Enhanced life experiences.		
All Pupil Premium children will have the opportunity to access subsidised (or free where needed) school trips. All children, who require it, will have access to subsidised after school club and holiday scheme. A record will be kept of all children who attend these opportunities. All children will have access to an enriched curriculum, which includes our Outdoor Classroom and Creative Life Skills curriculum.		
Rationale and approach within school.		
Extra curriculum activities benefit children's well-being. Children need to be able to have a rich and engaging curriculum with equal access to improve future life chances. This extends to the outdoor classroom where children can experience the classroom in a different environment and in a kinaesthetic way.		
Chosen action.		
EYFS & KS1 children will be able to access the school trip to the pantomime. All PP children will have accessed to an agreed rate of subsidy for all school trips. Parents of Pupil Premium children who cannot access trips, with subsidies in place, can apply for additional one time funding, on a needs basis at the discretion of the Head Teacher, Deputy Head or Finance manager. This also applies to residential trips. Parents of Pupil Premium children are able to apply for an agreed subsidised rate for either Stubbington OR Calshot Residential but not for both.		
Implementation:		
For 2017-2018, school trips and additional life experiences were subsidised by £5324,90 across the school. 100% of Pupil Premium children accessed trips across the schools through subsidies. For 2018-2019 trips will continue to be subsidised. We will look at each individual case on merit for any child who cannot afford to access the experience, even with the subsidy in place. This will be at the discretion of SLT but will only be allowed to happen 1 time per year.		
Monitoring and review		
Subsidised rate needs to be agreed with the Finance manager for each academic year. This subsidy should be applied consistently for all agreed trips. Trips should use the Minibuses as much as possible to keep costs as low as achievable. Office must keep a record of all payments received, parents who have not met the agreed costing, should be reviewed systematically, with the HT and year teams being made aware and budgets adjusted accordingly. Expenditure will be reviewed and monitored by the Governors finance committee.		

Action Point: Ten	Responsibility: SLT Pip Mulligan	Review: 2019
Action objective: Enhanced life experiences (Reading & Books)		
Warren Park is centred within a deprived ward in the Hampshire district. Through pupil voice and school council – it was identified that children’s access to books outside of school was not always consistent, with some children saying that they had no access to books or the library.		
Rationale and approach within school.		
<p>As a part of a scheme to boost reading throughout the school, we continue to raise the profile of reading throughout the school. Reading has been a continuous drive and a school priority over recent years. We are aiming to engage readers and provide a broad range of books that motivate our boys as well as girls.</p> <p>We continue to see increasingly engaged children with the weekly readers chart and other reward schemes. We strongly believe that our reading ethos is a fundamental part of Warren Park and the reading profile continues to increase.</p>		
Chosen action.		
<p>All children across the school will be given a free book at Christmas. Through school council and pupil voice, this has been shown as an effective way to motivate children and has also been met with equally strong attendance at the Christmas book shop.</p> <p>Warren Park will heavily subsidise a weekly bookshop, where all children will be able to buy a book for £1. This continues to provide our disadvantaged children access to a range of reading material. This also allows us to motivate both boys and girls as they are freely able to select their genre of choice.</p> <p>Furthermore, this continues to help develop parental engagement with reading.</p>		
Implementation:		
<p>During 2017-2018 we will continue to offer the following services:</p> <p>Subsidised weekly book shop – supplying a balanced range of genres for £1</p> <p>Readers chart and rewards assembly – children continue to earn raffle tokens which, if selected will allow them to choose a book for free. This falls in line with Warren Park’s Reading Policy.</p> <p>Teachers will continue to use book tokens as a reward, allowing children to earn a free book.</p>		
Monitoring and review		
<p>Each year group is responsible for monitoring reading (in line with the Reading Policy).</p> <p>A weekly booster session will continue to run, however PP children will be specifically targeted if their reading falls below the schools expected standard.</p> <p>Attendance of book shop will be monitored.</p> <p>Year teams can promote the book shop on an individual basis to pupil premium families.</p> <p>Expenditure will be reviewed and monitored by the Governors finance committee.</p>		
Targeted Impact:		
To monitor attendance of book shop and reading club for PP children.		

Action Point: Eleven	Responsibility: Jo Tester / Outside Learning	Review: 2019
Action objective: Enhanced life experiences.		
All Pupil Premium children will have the opportunity to access subsidised (or free where needed) school trips. All children, who require it, will have access to subsidised after school club and holiday scheme. A record will be kept of all children who attend these opportunities. All children will have access to an enriched curriculum, which includes our Outdoor Classroom and Creative Life Skills curriculum.		
Rationale and approach within school.		
<p>All children at the school are allocated fortnightly time in the Outside Classroom. The learning takes place in a purpose built classroom situated in a large wooded area of the school. The team heavily support children to manage their own behaviour during the early years and we slowly encourage self-management as they mature. The team maintain a safe environment for the learners to explore risk, learning how to understand risk as well as how they can manage risk through behaviour and conduct.</p> <p>Over their time in the Outside Classroom the learners are exposed to holistic activities that nurture resilience, encourage team work and spark intellectual curiosity. The children have more time, than typically given in academic tasks, to make mistakes and work to overcome learning obstacles. Our learners develop these skills during their lessons and can use these skills back in the classroom environment. The team ensure that all learners have opportunities to be successful and to be challenged. All learners have access to the teaching staff's knowledge as well as resources to support their inquisitiveness. Staff will support and seize opportunities to extend learners and develop their understanding.</p> <p>In addition to their fortnightly time, the OC team facilitate additional learning programmes for children, including pupil premium. These programmes are aimed at developing a wide range of skills including: social interaction and development, behaviour and risk management, confidence and resilience, celebration and reward.</p>		
Chosen action.		
<p>All children are provided with fortnightly time in the OC. Pupil premium children are provided with additional programmes to support progress. These include:</p> <ul style="list-style-type: none"> • Curriculum Celebration: We select children who have been successful in specific areas of the curriculum (Science, History, Environmental Study, Art) and use local agencies and locations to go on educational visits and study events to extend their knowledge in these areas and celebrate their successes. • Curriculum Support: We provide opportunities for children to study elements of the curriculum in an outside learning environment. Some of our PP children thrive in learning in an outside environment and a kinaesthetic way. • Championing: In order to foster good relationships with children and teaching staff, model good adult role models, to build confidence and self-worth, children work with an adult from the team on a regular basis. During set times the child will be able to show case any achievements with their role model and enjoy activities that will enable the child to be successful. The adult will reinforce this relationship with the child at other 'Passing Moments' (such as breakfast club, during break duty etc.) • Friendship Groups: We support children's social development by providing time for the children to interact with each other in an outside environment or doing different activities. 		

Implementation:**Additional Programmes - September 2017 – 2018**

- Making Scarecrows, partnership with Staunton Country Park – Group of children working with the OC team to build scarecrows for a local educational farm.
- Scarecrow Exhibition – Group of children taken to local educational farm to see their scarecrows on the farm site as part of a public exhibition.
- Letters and Sounds – Teaching Staff (CJ) delivering letters and sounds through outside learning.
- Championing – Teaching Staff (JT) worked with children from Y1 to role model and foster good adult child relationships
- Friendship Groups – Teaching staff (CJ) worked with children from Y1 to model sharing and taking turns.
- Science Fair to Winchester – Children taken to science fair at Winchester in recognition of their interest in science and their aptitude for science in the OC

Monitoring and review

The ODC team will regularly review all ambassadors across the school. These are usually driven through year team referrals and discussed throughout Pupil Progress Meetings.

Enhanced life experiences will be recorded on provision maps and shared and reviewed within PPMs.

Enhanced life experiences will be shared with the Governors through the Headteachers report.

Targeted impact:

Children will carry out pre and post surveys through pupil voice, focusing individual holistic needs.

Action Point: Twelve	Responsibility: Mr Griffiths, SLT	Review: 2019
Action objective: Upper KS2 Playground Mentoring and Ambassadors		
In order to support and maintain the transition between UKS2 and KS3, we want to continue to promote the skills and values that are necessary during this transitional phase. Warren Park is committed to promoting self-regulation and high levels of behaviour. As a school our values are extremely important, therefore we aim to target those children who sometimes struggle to cope in social or sportsmanship situations.		
Rationale and approach within school.		
Play time is an area identified as needing additional support for our UKS2 children, particularly Pupil Premium boys. Although playground incidents remain rare, incidents for Year 5 and 6 children, especially boys, are most common during these times which then require additional adult or ELSA support. Support is usually given by the SLT however, targeted training and support has been identified as a solution for the longer term.		
Chosen action.		
In order to reduce playground incidents during playtimes, we will introduce managed game times using teachers and sports ambassadors for key UKS2 children – mixed targeted PP boys and nPP children. Each session will comprise of managed games, where a teacher will coach and support all children with the appropriate strategies. This should encourage sportsmanship, resilience, team work and collaboration – inclusive of all of our school values.		
Implementation:		
This support will be offered twice weekly, during a morning and lunchtime play. Key sports ambassador roles will be established. During the targeted teacher time, the appropriate skills will be taught to enable children to be successful during playtimes. This will then allow children to become ambassadors in this field. The vision for this will then be to promote all of our school values during play times. Playtime ambassadors will then have the necessary skills to coach their peers across the school. During Mix up Friday, Playtime ambassadors will be expected to run playtime sessions open to all children to consolidate the skills that they have learnt.		
Monitoring and review		
Playground incidents are reported to class teachers, wellbeing and SLT. These will be regularly monitored using CPOMs. Playground issues involving UKSs children (in particular, key PP boys) will be referred to Mr Griffiths, who will then target during his playground support sessions. Governors will review this action point alongside the Behaviour Policy.		
Targeted Impact: To reduce playground incidents for UKS2 boys To reduce SLT involvement regarding playground incidents with UKS2 children, particularly boys. To raise sportsmanship, resilience, team work and collaboration – inclusive of all of our school values amongst UKS2 boys.		

Action Point: Thirteen	Responsibility: SLT	Review: 2019
Action objective: Staff Training and CPD		
To improve whole school approach and develop skills, working towards closing the gap between Pupil Premium and nPP children.		
Rationale and approach within school.		
Effective staff training and leadership will help to develop the appropriate strategies, policies and teaching & learning approaches to improve whole school impact on Pupil Premium children.		
Chosen action.		
Two teachers will attend the Hampshire run 'Teaching the Hard to Teach' course. 'Coaching' model will continue to be developed through training, collaboration projects and LLP time to improve whole school strategies.		
Implementation:		
<p>'Teaching the Hard to Teach' professional development opportunity run by Hampshire. The course is multi- sessional; its aim being 'securing effective individualised learning for disadvantaged pupils who are often hard-to-reach and, therefore, hard-to-teach.' Two teachers will attend the sessions, bring back key information to progress team, to discuss and trial strategies before they are more widely shared with staff.</p> <p>Coaching will continue to be developed across the school to improve the teaching of Pupil Premium children to help close the gap.</p>		
Monitoring and review		
<p>Pupil Premium data will be consistently monitored throughout the year in line with the schools assessment policy. All data will be reviewed around the PPM cycle by SLT and PP leads.</p> <p>Pupil Premium data will be analysed and reviewed through PPMs. Data will be explored, focusing on progress of PP & nPP children. Any gaps will be discussed with key actions agreed during the PPM cycle.</p> <p>Pupil Premium data will be analysed across all core subjects and any interventions will be recorded on Provision Maps in every year. Such interventions will be monitored against impact and success on an individual basis.</p>		
Targeted Impact:		
To continue to close gaps in progress between PP and nPP children between data drops across the year. TLR's will review data during the PPM cycle as well as monitoring and reviewing interventions.		