

## 1. Summary information

<b>School</b>	Warren Park Primary School				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£235,820	<b>Date of most recent PP Review</b>	March 2019
<b>Total number of pupils</b>	420	<b>Number of pupils eligible for PP</b>	170	<b>Date for next internal review of this strategy</b>	March 2020

## 2. Barriers to future attainment (for pupils eligible for PP, including high ability)

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

<b>A.</b>	On entry data for Speech, Language and Communication (SL&C) skills in EYFS are significantly lower for all children, including Pupil Premium. This is identified through oral language assessment and baseline data during the EYFS stage.
<b>B.</b>	To raise resilience, attainment and progress in reading, writing and maths through a small teaching group model, supported by three teachers. 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.
<b>C.</b>	Six Strands curriculum to empower parent and carers, alongside school, to develop a child's skill and strategy to become a confident, self-regulating young person.
<b>D.</b>	Warren Park is centred in an area of extremely high deprivation. We are aware that many children require access to additional support during their time at school. Personal, Social, Emotional and Behaviour (PSE&B) skills in EYFS are generally lower for Pupil Premium children. Therefore PSE&B support continues throughout KS1 and KS2 facilitated through a well-being and ELSA team.
<b>E.</b>	To close gaps in attainment between non PPG and PPG children.

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

<b>F.</b>	Attendance for non PPG and PPG children is lower than national average. Whole school targeted approach to narrow gaps between the two groups, as well as bring figures in line with national expectations.
<b>G.</b>	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 attendance in line with the national average of 96.1%.

<b>H.</b>	All Pupil Premium children will have the opportunity to access subsidised resources, trips and bookshop etc. A record will be kept of all children who access these opportunities. All children will have access to an enriched curriculum, which includes our Outdoor Classroom and Creative Life Skills curriculum.
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<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	On entry data for Speech, Language and Communication (SL&C) skills in EYFS are significantly lower for all children, including Pupil Premium. This is identified through oral language assessment and baseline data during the EYFS stage.	For PPG children to make rapid progress in relation to their non PPG peers so that they meet GLD expectations. This will have further impact on, reading, writing & maths and Year One Phonics outcomes. Gaps in communication and language in subsequent years will continue to narrow, preparing children for Year 2 & 6 SATs.
<b>B.</b>	To increase resilience and raise attainment in reading, writing and maths through a smaller teaching group model, supported by three teachers. 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.	For the 2018 KS2 sats, PPG children performed better than their non PPG peers. Although we do not expect to replicate this for the 2019 cohort, due to the specific needs presented, we aim to work towards meeting national expectations.
<b>C.</b>	Six Strands curriculum to empower parent and carers, alongside school, to develop a child's skill and strategy to become a confident, self-regulating young person.	To introduce and embed The Six Strands curriculum within KS1 and KS2, focusing on modelling, scaffolding, independence and generalisation to develop a child's skill and strategy to become a confident, self-regulating young person.
<b>D.</b>	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. Therefore P, S, E&B support continues throughout KS1 and KS2 facilitated through a well-being and ELSA team.	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. Following the success of the previous year, we aim to meet and/or exceed exit data in the above areas.
<b>E.</b>	To close gaps in attainment between non PPG and PPG.	To raise attendance figures in line with trends, aiming for 96%. To close gaps between non PPG and PPG children at year group and whole school level. HSLW to tackle target families with PPG focus.
<b>F.</b>	Attendance for non PPG and PPG children is lower than national average. Whole school targeted approaches are needed to narrow gaps between the two groups, as well as bring figures in line with national expectations.	To work alongside families to lower unauthorised absences due to holidays.

<b>G.</b>	Unauthorised absences - 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%.	Although our attendance remains below national average, we aim to keep our attendance levels above that of other local schools by continuing to embed, monitor and evaluate our attendance pledge.
<b>H.</b>	All Pupil Premium children will have the opportunity to access subsidised resources, trips and bookshop etc. A record will be kept of all children who access these opportunities. All children will have access to an enriched curriculum, which includes our Outdoor Classroom and Creative Life Skills curriculum.	All Pupil Premium children will have the opportunity to access subsidised resources, trips and bookshop etc. 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.

Barriers to attainment for Pupil Premium Grant Children			
In School Barriers			
Quality of Teaching for all			
<b>Action objective: Speech, Language &amp; Communication</b> A) Speech, Language and Communication (S, L&C) skills in EYFS baseline data has identified a significant need for additional support. Year on Year EYFS baseline trends have also shown that S, L & C skills have deteriorated between 2016 – 2019.			
Staff Leads: Angie Pilgrim, Lynne Lofting			
Desired Outcome.	Chosen Action	Evidence & Rationale	Implementation
<p>2019– 2020 Academic Data</p> <p>Year R Baseline data for ‘Communication and Language:</p> <p>Listening and Attention - 17% of the cohort came in at the expected 40-60 months.</p> <p>Listening and Attention - 7% of the cohort, who were PPG, came in at the expected 40-60 months.</p> <p>Understanding was lower at only 15% of the cohort achieving 40-60 months.</p> <p>Understanding was lower at only 4% of the cohort, who were PPG, achieving 40-60 months.</p> <p>Speaking declined further to only 6% of the cohort achieving 40-60 months.</p> <p>Speaking declined further to only 2% of the cohort, who were PPG, achieving 40-60 months.</p> <p>Desired outcomes</p> <p>For our PPG children to make rapid progress in relation to their non PPG peers so that they meet GLD expectations.</p> <p>This will have further impact on, reading, writing &amp; maths and Year One Phonics outcomes.</p> <p>Gaps in communication and language in subsequent years will continue to narrow, preparing children for Year 2 &amp; 6 SATs.</p>	<p>There are three levels of Speech &amp; Language support in the school overseen by the Speech and Language Therapist and Speech and Language Teacher:</p> <p>-Universal level (strategies for whole school)</p> <p>Targeted caseload jointly managed by SALT. and Speech &amp; Language LSA</p> <p>Specialist caseload of complex children who need regular therapy with SALT.</p>	<p>Research shows that up to 50% of children from socially deprived areas start school with language skills below age expectations.</p> <p>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.</p> <p>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.</p> <p>This will help develop vocabulary, which in turn, should open the doors for accessibility into the wider curriculum.</p>	Monitoring and Review
			<p>Provision has been adapted accordingly, based on the needs of individual children and cohorts.</p> <p>In EYFS, key workers deliver programmes as appropriate as well as delivering specific taught sessions based upon speech, language and communication skills.</p>
			<p>Speech and language is regularly monitored and reviewed, either dictated by a specific programme, or through the SALT.</p> <p>Speech and Language barriers would also be discussed, reviewed and monitored during the PPM cycle.</p> <p>Inclusion lead to also oversee programmes and support.</p>

Barriers to attainment for Pupil Premium Grant Children			
In School Barriers			
Quality of Teaching for all			
<b>Action objective: Three Teacher model</b> B) To increase resilience and raise attainment in reading, writing and maths through a small teaching group model, supported by three teachers. 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.			
Staff Leads: Elizabeth Cooper, Lynne Lofting			
Desired Outcome.	Chosen Action	Evidence & Rationale	Implementation
<p>The proportion of disadvantaged pupils at the school is high, at around 50% and therefore leaders recognise that quality first teaching is key.</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. Reducing class size appears to result in around three months' additional progress for pupils, on average.</p> <p>Current data trends have shown that PPG children performed in line with or achieved better than their non PPG peers in the 2018 KS2 SATs. This pattern wasn't replicated in KS1 SATs.</p> <p>Data trends also show gaps in progress between KS1 &amp; KS2, closing by year 6. We want to use enhanced assessment processes and additional support to close these gaps constantly across the school.</p>	<p>Staff will be deployed to best meet the needs of children and cohort. Such actions will be made to fit the academic year but may change in response to specific needs.</p> <p>The three teacher model will significantly reduce group sizes when paired with LSAs and HLTAs. This should close gaps in progress between the milestones.</p> <p>Data trends have shown this to be successful and the teaching and learning approach has been supported through external reviews. Therefore, we aim to keep this approach to improve outcomes by the end of KS2.</p> <ul style="list-style-type: none"> <li>To focus on quality first teaching for all.</li> <li>Staff training to develop reading, writing &amp; maths.</li> <li>To develop marking and feedback policy for whole school.</li> <li>To develop talk for writing, and motivate boys.</li> <li>Gaps in progress remain consistent up until year 6. Through moderation and data looks, we want to close these gaps much earlier on.</li> </ul>	<p>There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches. Some evidence suggests slightly larger effects are documented for lower achievers and, for very young pupils, those with lower socio-economic status. Smaller class sizes may also provide more opportunities for teachers to develop new skills and approaches. Overall, there is a relatively consistent finding that smaller classes are associated with slightly higher attainment.</p> <p>In 2018 at KS2, the progress of disadvantaged children is better than the progress for 'all' children. The attainment gap is closing in reading, writing and mathematics at KS2 and in mathematics, disadvantaged children do better than non-disadvantaged children. At KS2, attainment for disadvantaged pupils is above the national average for all children.</p> <p>During an LLP review, it was noted that the use of Pupil Premium funding to provide a 3 teacher model for each 2 form cohort is visibly effective in targeting pupils' individual needs, as evidenced in the learning walk and in discussions with pupils and teachers.</p>	<p>In EYFS – children will work within a key worker model, reducing group sizes to 1:10</p> <p>In Year 1 – two full time teachers, supported by 2 time HLTAs will reduce group sizes significantly.</p> <p>Year 2, 3, 4 &amp; 5 – three full time teachers.</p> <p>Year 6 – three full time teachers plus the additional support of an HLTA.</p> <p>Learning walks with SLT Learning walks with subject team leads. Moderation activities, both internal and external. Lesson observations.</p>
			Monitoring and Review
			<p>Process led through MER activities. Staff reviews. . Pupil Progress Meetings. Assessment Data. Progress Team meetings.</p>

Barriers to attainment for Pupil Premium Grant Children			
In School Barriers			
Quality of Teaching for all			
<b>Action objective: The Six Strands</b> C) Six Strands curriculum to empower parent and carers, alongside school, to develop a child's skill and strategy to become a confident, self-regulating young person.			
Staff Leads: The Six Strand Working Group			
Desired Outcome.	Chosen Action	Evidence & Rationale	Implementation
<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 to support Well-being and SEMH needs.</p> <p>Our children and community often require additional emotional support to help them access learning.</p> <p>Moving forward, we will develop a whole school common language to ensure children and adults have a consistent expectation of our values.</p> <p>Children to be taught the Six Strands curriculum to empower parent and carers, alongside school, to develop a child's skill and strategy to become a confident, self-regulating young person.</p> <p>Personal, Social, Emotional and Behaviour skills in EYFS are generally lower for Pupil Premium children.</p>	<p>Creation of a Six Strand working group to facilitate introduction and to plan a programme of delivery throughout 2019/20. Working alongside professionals from PBS to support implementation.</p> <p>At Warren Park, there is a continuum for development when a child is learning any new social or emotional skill, ranging from full dependence on adult support to full independence in application.</p> <p>Children to have access to differing levels of support that are bespoke to their needs.</p> <ul style="list-style-type: none"> <li>• Modelling: Skill modelled by an adult</li> <li>• Scaffolding: Child practises new skill with adult support</li> <li>• Independence: Child learns to use skill in one specific context</li> <li>• Generalisation: Child uses skill across different contexts</li> </ul>	<p>The Six Strands curriculum aims to empower parent and carers, alongside schools, to develop a child's skill and strategy to become a confident, self-regulating young person.</p> <p>At the core of the curriculum sit the six key 'Strands': boundaries, resilience, focus, respect, self-regulation and independence.</p> <p>The curriculum begins with creating a 'secure base', which consists of a key person initiating and delivering experiences designed to establish positive relationships within a supportive environment, responsive to the unique needs of the children.</p> <p>The key to this part of the curriculum is the ability of the adult to attune to and validate the child's experience, offering a positive, unconditional, consistent and containing presence within the relationship.</p> <p>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.</p>	<p>The Six Strand values to be taught throughout the COSMIC curriculum for all children.</p> <p>Year groups to use targeted Six Strand walls and targets to support small groups and individual with specific needs.</p>
			Monitoring and Review
			<p>Assessment and target setting against Six Strand walls</p> <p>Six Strand and Thrive assessment completed half termly</p> <p>Assessments and targets shared at PPMs</p>

Barriers to attainment for Pupil Premium Grant Children			
In School Barriers			
Quality of Teaching for all			
<b>Action objective: Social, Emotional and Mental Health.</b> D) Warren Park is centred in an area of extremely high deprivation. We are aware that many children require access to additional support during their time at school. Personal, Social, Emotional and Behaviour skills in EYFS are generally lower for Pupil Premium children. Therefore P, S, E&B support continues throughout KS1 and KS2 facilitated through a well-being and ELSA team.			
Staff Leads:			
Desired Outcome.	Chosen Action	Evidence & Rationale	Implementation
<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 to support Well-being and SEMH needs.</p> <p>Our children and community often require additional emotional support to help them access learning.</p> <p>Personal, Social, Emotional and Behaviour skills in EYFS are generally lower for Pupil Premium children.</p> <p>This is driven through our entry data during the EYFS stage. Therefore PS,E&amp;B support continues throughout KS1 and KS2 facilitated through a dedicated well-being and ELSA team.</p> <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&amp;B. Following the success of the previous year, we aim to meet and/or exceed exit data in the above areas.</p>	<p>Children to have access to the ELSA support team with a specialised programme to meet their individual and specific needs.</p> <p>ELSAs to work across the school and liaise with the inclusion lead and EP. ELSA referrals can be made at any time, however these should always be discussed with year teams.</p> <p>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>	<p>Year R Baseline data for 'Personal, Social and Emotional' illustrates that:</p> <p>Self Confidence and Awareness, only 28% of the cohort came in at the expected 40-60months.</p> <p>Managing Feelings and Behaviour, only 26.6% of the cohort achieving 40-60months.</p> <p>Making Relationships declined from the previous year to 36.6% 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>	<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 inclusion lead, 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> <p>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>

			<p><b>Monitoring and Review</b></p> <p>Self Confidence and Awareness, only 28% of the cohort came in at the expected 40-60months</p> <p>Exit data rose significantly to 93.3%</p> <p>Managing Feelings and Behaviour, only 26.6% of the cohort achieving 40-60months.</p> <p>Exit data rose significantly to 95%</p> <p>Making Relationships declined from the previous year to 36.6% of the cohort achieving 40-60months.</p> <p>Exit data rose significantly to 95%</p> <p>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> <p>Summer Term 18, ELSA team worked with 60 children of which 61% were PP</p> <p>Autumn Term 18, ELSA team worked with 55 children of which 63% were PP</p>



			Spring Term 19, ELSA team worked with 34 children of which 67% were PP.
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Barriers to attainment for Pupil Premium Grant Children			
In School Barriers			
Quality of Teaching for all			
<b>Action objective: Closing the gap</b> E) To close gaps in attainment between non PPG and PPG children.			
Staff Leads: Elizabeth Cooper, Lynne Lofting			
Desired Outcome.	Chosen Action	Evidence & Rationale	Implementation
<p>To close caps consistently throughout the 7 year period for non PPG and PPG children in reading, writing and maths.</p>	<p>Leaders to implement an increased robustness in staff meetings and PPMs, with more forensic conversations around groups and individual pupils.</p> <p>To implement whole school moderation activities that continue to take place to enable a more cohesive analysis of vulnerable children.</p> <p>To coach Year Leaders through using data to inform teachers and an increased expectation on teachers to use this to better inform planning.</p> <p>PPG leaders work alongside the mathematics and English teams in the MER cycle so that there is consistency in approach.</p> <p>To embed marking and feedback policy to maximise feedback. To develop verbal feedback as this is having impact across the school. This includes feedback to ensure that learning moves on; ensuring that there are positive messages in feedback and emphasis on improving resilience through teaching strategies for recognising the learning pit.</p> <p>The use of specific interventions and 1:1 support is part of the current strategy.</p> <p>Additional teachers are employed to enable smaller group sizes and to facilitate opportunities for class teachers to work with individuals or small groups.</p>	<p>Through PPMs and PP MER, data analysis shows that although the attainment gap is closed by the end of the 7 year period, further support is needed to analyse why the gap generally remains wide until Y5 or Y6 and to look for opportunities to accelerate progress at an earlier age.</p> <p>Through a recent audit surrounding PPG provision, leaders are implementing an increased robustness in staff meetings and PPMs, with more forensic conversations around groups and individual pupils. There is an increased emphasis on using data to inform teachers and an increased expectation on teachers to use this to better inform planning.</p>	<ul style="list-style-type: none"> <li>• Three Teacher model</li> <li>• HLTA &amp; LSA support</li> <li>• Lesson observations</li> <li>• Whole school moderation activities.</li> <li>• Learning walks with subject leads and PPG leads.</li> </ul>
			<b>Monitoring and Review</b>  <p>Assessment with be monitored in line with the PPM data drops.</p> <p>Pupil Progress Meetings</p> <p>PPG team to analyse gaps between key</p> <p>Learning walks with governors and subcommittee meeting with governor representative.</p> <p>Year leaders to oversee impact of implemented strategies and this information to then be reviewed by the PPG team.</p>

Barriers to attainment for Pupil Premium Grant Children			
In School Barriers			
Quality of Teaching for all			
<b>Action Objective: Unauthorised absence.</b> F) Attendance for non PPG and PPG children is lower than national average. Whole school targeted approaches are needed to narrow gaps between the two groups, as well as bring figures in line with national expectations.			
Staff Leads: Jane Taylor, James Wood			
Desired Outcome.	Chosen Action	Evidence & Rationale	Implementation
<p>To raise attendance figures in line with national expectations. To continue to raise attendance to above 95%, aiming for 96%.</p> <p>As of September, the Attendance pledge came into action. This meant that parents were written to in November in regards to their child's attendance, whether it had fallen below the schools expectations of whether it had been identified as a cause to address.</p> <p>Through attendance network meetings between local schools. Our attendance figures remain above that of local schools.</p>	<p>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.</p> <p>All parents to have a copy of the Warren Park Attendance Pledge.</p> <p>School to work with families when attendance drops below 95%.</p> <p>Plans to be put in place for pupils who persistently fall behind expectations, whether that be absence or lateness.</p> <p>Attendance certificates to be handed out.</p>	<p>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'.</p> <p>Attendance for September 17 – May 18 fell below national average for PPG children at 94.48% for that period. This was compared to 95.73% for non PPG children. For the same 18-19 academic period, attendance for PPG children increased slightly to 94.82%. However, for non PPG% children, attendance dropped slightly to 95.92% for the same period.</p> <p>Unauthorised absence figures have increased between the 17-18 and 18-19 academic periods to date. For September 17 – May 18, unauthorised holidays accounted for 0.447% of attendance over all. This increased to 0.558 for the same period in 18-19.</p>	<p>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.</p>
			Monitoring and Review
			<p>Attendance for Pupil Premium children continues to be addressed during PPMs. Working alongside HSLW, Year leaders are able to track individual children between each milestone.</p>

Barriers to attainment for Pupil Premium Grant Children			
In School Barriers			
Quality of Teaching for all			
<b>Action Objective: Unauthorised absence due to holidays.</b> G) 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 96.0%.			
Staff Leads: Jane Taylor, James Wood			
Desired Outcome.	Chosen Action	Evidence & Rationale	Implementation
<p>To raise attendance figures in line with national expectations. To continue to raise attendance to above 95%, aiming for 96%.</p> <p>As of September, the Attendance pledge came into action. This meant that parents were written to in November in regards to their child's attendance, whether it had fallen below the schools expectations of whether it had been identified as a cause to address.</p> <p>Through attendance network meetings between local schools. Our attendance figures remain above that of some local schools.</p>	<p>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.</p>	<p>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'.</p> <p>Attendance for September 17 – May 18 fell below national average for PPG children at 94.48% for that period. This was compared to 95.73% for non PPG children. For the same 18-19 academic period, attendance for PPG children increased slightly to 94.82%. However, for non PPG% children, attendance dropped slightly to 95.92% for the same period.</p> <p>Between September &amp; April 19, 30 families have received 60 fines for unauthorised holidays during this period. A further 20 holidays were taken where no penalty notice could either because of not being of compulsory age or not enough sessions in that period.</p>	Monitoring and Review
			<p>Introduce policy to parents. Work with parents in regards to policy. Follow county and government procedures. Staff training for fining procedures. HSLW &amp; attendance lead to liaise with other schools to ensure consistency across local area.</p> <p>Attendance for Pupil Premium children continues to be addressed during PPMs. Working alongside Jane Taylor, Year leads are able to track individual children between each milestone.</p> <p>Information and figures to be reported to governors during meetings.</p>

Barriers to attainment for Pupil Premium Grant Children			
Additional support			
<p>Breakfast Club.</p> <p>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.</p>			
Staff Leads: Lynne Lofting, Anna Evans			
Desired Outcome.	Chosen Action	Evidence & Rationale	Implementation
<p>To raise attendance for PPG children.</p> <p>To provide children with the opportunity for a meal before learning starts.</p> <p>To help improve punctuality.</p> <p>To help low income families by providing breakfast provision.</p>	<p>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.</p>	<p>In line with research from Healthy Schools, our breakfast club aims to offer:</p> <ul style="list-style-type: none"> <li>• an opportunity for pupils and staff to eat breakfast, in a stimulating environment;</li> <li>• have a positive effect on pupils' concentration and performance throughout the day;</li> <li>• to help improve pupil attendance and punctuality;</li> <li>• to help lead to better social interaction and skills between pupils;</li> <li>• to improve pupils' motivation and self-confidence through relationships with adults other than teachers;</li> <li>• to help low income families by providing a free of charge service.</li> </ul>	<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.</p> <p>Jane Taylor to approach key children who are struggling to get into school on time, lack of morning routine or who don't come into school ready to learn.</p> <p><b>Monitoring and Review</b></p> <p>Lynne Lofting and Anna Evans to monitor intake.</p> <p>Jane Taylor to monitor attendance of key children.</p> <p>Promote provision to key parents.</p> <p>Teaching staff to promote provision.</p>

Barriers to attainment for Pupil Premium Grant Children			
Additional support			
Attendance, Family Liaison and Outreach			
Staff Leads: Jane Taylor			
Desired Outcome.	Chosen Action	Evidence & Rationale	Implementation
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 96.0%.	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.	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'.	<p>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.</p> <p><b>Monitoring and Review</b></p> <p>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.</p>

			Attendance data is regularly reviewed and shared with the Governing body and included in the Headteacher report to governors.
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Barriers to attainment for Pupil Premium Grant Children			
Additional support			
Attendance, Staff Training and CPD			
Staff Leads: JW, CA, LL, EC			
Desired Outcome.	Chosen Action	Evidence & Rationale	Implementation
<p>To improve whole school approach and develop skills, working towards closing the gap between PPG and non PPG children.</p>	<p>PPG to attend Disadvantaged Project in collaboration with other local schools.</p> <p>PPG team to run staff meetings and training sessions.</p> <p>Staff meetings to develop whole staff understanding and disseminate good practice focusing on consistency of practice.</p>	<p>Effective staff training and leadership will help to develop the appropriate strategies, policies and teaching &amp; learning approaches to improve whole school impact on Pupil Premium children.</p>	<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 PPG leads.</p> <p>PPG data will be analysed and reviewed through PPMs. Data will be explored, focusing on progress of PPG &amp; non PPG 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> <p><b>Targeted Impact:</b></p> <p>To continue to close gaps in progress between PPG and non PPG children between data drops across the year. Year leader's will review data during the PPM cycle as well as monitoring and reviewing interventions.</p>