

Pupil Premium Strategy Action Plan 2017 - 2018

SIP PRIORITY 3: STRENGTHEN SCHOOL LEADERSHIP SO THAT ACHIEVEMENT OF PUPILS, INCLUDING PUPIL PREMIUM, IMPROVES AND IS AT LEAST IN LINE WITH THAT NATIONALLY.

Summary Information

| | | | | | |
|-------------------------------|-----------------------|--|---|---|---------------|
| School | Eureka Primary School | | | | |
| Academic Year | 2017 – 2018 | Total PP budget | £68,900 April 2017 - 2018 | Date of most recent PP Review | December 2017 |
| Total number of pupils | 136 | No of pupils eligible for PP (From January Census 2017) | 45 Pupil Premium 5 Pupil Premium Plus 50 Combined | Date for next internal review of this strategy | March 2018 |

| | Summer Data End of 2016 - 17 (Years 1 – 6) Pupils eligible for PP (50) | | Pupils not eligible for PP (national average) | |
|------------------------------|---|-------------|--|-------------|
| | At | Exceeding | At | Exceeding |
| % achieving in reading | 49% | 15% | | |
| % achieving in writing | 34% | 18% | | |
| % achieving in numeracy | 55% | 9% | | |
| % achieving in GAPS | | | | |
| | Expected | Accelerated | Expected | Accelerated |
| % making progress in reading | 82% | 56% | | |
| % making progress in writing | 81% | 48% | | |
| % making progress in maths | 86% | 49% | | |

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)

| | |
|-----------|---|
| A. | 50% (18/36 Sept 2017) of those children in receipt of pupil premium also have special educational needs. |
| B. | Children often start school lower than the expected level for their age, particularly in areas underpinning literacy, this is evident in their baseline assessment. |
| C. | Speech and Language of the children entering reception is often below that of their peers nationally. |
| D. | We have low parental participation with workshops. |
| G. | The children enter school showing high levels of emotional fragility. |

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

| | |
|-----------|---|
| A. | High levels of social deprivation in the area is indicative of the associated problems of limited access to books, IT equipment and learning resources at home, as well as a limited world knowledge. |
| B. | Low parental engagement with home learning. |
| C. | Pockets of low attendance. |

Desired Outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
|-----------|---|---|
| A. | For Pupil Premium pupils to be in line with national averages in reading, writing, maths and gaps. | Termly analysis of assessment data showing the GAPS narrowing; groups on track. |
| B. | For pupil premium pupils to be in line with national averages in reading, writing and maths combined. | Termly analysis of assessment data showing the GAPS narrowing; groups on track |

| | | |
|-----------|---|--|
| C. | Increase the number of pupil premium pupils achieving greater depth by ensuring that all children on track to meet greater depth do so. | HA children continue to achieve greater depth; termly analysis of assessment data; groups on track |
| D. | Diminishing the difference between the pupil premium pupils and other pupils between Autumn and Summer Terms. | Termly analysis and comparisons of assessment data showing the GAPS narrowed. |
| E. | Pupil premium pupils are accessing additional support for their learning through intervention in order to impact on standards. | ½ termly monitoring of interventions shows children are accessing interventions and progress is being made. |
| F. | Increased self-esteem, confidence, motivation and engagement. | Observations and discussions with teaching staff indicate; transference of skills and knowledge into all learning. |

| Planned Expenditure | |
|----------------------------------|---|
| Academic year | 2017 - 2018 |
| Staffing Related Expenditure | £53,780 (Budgeted Spend = £53,779) |
| Non-staffing related Expenditure | £15,120 (Budgeted Spend = £15,120) |

The three 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

| Resource and Costing. | Chosen action / approach Desired Outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? JJ APPRAISAL | Staff lead | When will you review implementation? | Impact |
|---|--|---|---|------------------|--|--|
| SENDco £2,256 (Salary £21,437) | To support class teachers in providing quality first teaching to those children with special needs who receive pupil premium. Children with special needs who receive pupil premium will be taught using strategies appropriate to their needs. Desired Outcome: Children with Special needs and in receipt of the pupil premium will make good progress. | The school has a high number of children in receipt of pupil premium who also have special needs. This makes these children particularly vulnerable and susceptible to falling behind their peers if not supported and monitored well by professionals. Having a SENDco means that we can provide specialist support to both teachers and children to ensure that the needs of the children are met effectively. Give pupils strategies to choose from to regulate their own learning has been found to be highly effective in helping children to make progress ¹ and our SENDco ensures that teachers and pupils have the knowledge and skills to facilitate this. | SENDco Appraisal managed by Head. SENDco to monitor data of SEN children. PP Lead to monitor data of PP children. PP Lead and SENDco to liaise after each pupil progress meeting to discuss the needs of each child with each other and class teachers. Headteacher/SENDco and PP Lead meet to monitor data overall of PP/SEN group after each Pupil Progress meeting. Check and collate FSM and Ever6 information throughout school to ensure whole school percentages and staff are up to date. | C H J J ES | Yearly review of effectiveness through appraisal. Termly Pupil Progress Meetings. 4.12.17 (Autumn) | Full details of PP children per class updated after each DCC update ensures that all eligible children can access intervention where needed. Intervention planning sheets enable staff delivering the interventions, class teachers and PP lead can be kept informed of the needs of the children and the progress they are making – ensuring that the chosen intervention is working for the particular child. Having up to date strategy information in class folders –enables staff to focus on what is required and for whom, thus leading to a clearer picture of what is working to support the children in making progress. Data of PP children from Assessment coordinator enables PP lead to further analyse the information given, to identify success and to challenge where necessary; always striving for the best impact on the achievements and progress of the children in receipt of PP. |

| | | | | | | |
|---|---|---|---|------------------|--|--|
| | | | Produce reports for the SLT and to ensure all staff are aware of impact in school through INSET and staff meetings. | | | Analysis of Autumn term data for SEN children in receipt of PP being undertaken with SENDCo in Jan 2018 (unavailable at the end of last term due to other meetings ere SEN). |
| Teaching Assistants £29,560.80 (2020 hours support in classes, £14.63 p/h) | To support children in receipt of pupil premium within lessons – through pre teaching, explanation of language, additional modelling and support. Desired Outcome: Pupils in receipt of the premium will make at least expected progress and in line with their peers and achieve comparable outcomes. | At Eureka we have mixed age year groups which means that teaching has to be differentiated by age as well as ability – in these circumstances it is important that a Teaching Assistant can aid with this differentiation of teaching and resourcing and to ensure that children in receipt of the premium are supported in accessing the curriculum that is tailored to them. High quality feedback between teachers and pupils has been found to be very effective in improving standards and the effective use of Teaching Assistants in mixed age classes can help to facilitate this. ² | PP lead to monitor data from each subject at each Pupil Progress meeting to ensure that children are making good or better progress in line with their peers. SLT/Link Advisor to observe lessons to check teachers are effectively deploying TAs to teach, support and feedback to children in their class. Monitor and evaluate the impact on individuals and groups of Pupil Premium pupils. Be responsible for staff implementing interventions, monitoring standards and supporting practice. Report three times yearly to the Standards Committee and attend Governor meetings and report to the full Governing Board as required | C.H J J MW | Yearly review of effectiveness through appraisal TA meetings Pupil progress meetings 4.12.17 (Autumn) 3x per year to the Standards committee | Assessment coordinator has collated data for all children in receipt of PP as well as other children across the school in the following subjects: Reading: greatest impact can be seen in years 1,2 and 4 Writing: greatest impact can be seen in years 2, 3 and 5 Maths: across the school from year 2, the GAP between PP and non-PP is diminishing; in year 2, the % achieving expected or above in maths is greater for PP children. GAPS: across the school, the GAP between PP and non-PP is diminishing; in year 2, the % achieving expected or above in GAPS is greater for PP children. All teaching staff have completed an autumn term assessment table of other subjects. To continue with this progress, appropriate and consistent pre teaching, explanation of language, additional modelling, overlearning and support needs to continue across the school for all children in receipt of PP. High quality feedback between teachers and pupils; TAs and pupils; TAs and teachers needs to continue. |

| | | | | | | |
|---|--|---|---|---|--|---|
| <p>Resources for quality first teaching. £2000 £300 per class per year. £500 available to SENDco to buy support resources for children with additional needs in receipt of pupil premium.</p> | <p>Specific resources to aid quality first teaching across the school and improve access for those children in receipt of pupil premium funding.</p> | <p>Children in receipt of pupil premium funding can sometimes require additional resources to help them access learning at the same rate as their peers. These resources can often facilitate a child better accessing a lesson or task. Class teachers have a small fund to buy additional resources that they feel may benefit a child in a specific way in their class. Examples may be personal dictionaries in year 6, chew bracelets, stress balls, pencil cases, P.E Bags, kits etc. They access these funds by filling out a resource request form provided by the PP lead.</p> | <p>PP Lead to monitor spending in each class and to approve or deny requests based on the needs of the child.</p> <p>In the event of PP Lead making a request Headteacher to approve or deny spending.</p> <p>Manage the Pupil Premium funding, ensuring value for money and impact on Pupil Premium pupils in comparison to Other pupils within school and nationally.</p> | <p>Teachers J John son C Hurt</p> | <p>Termly review of resources and impact.</p> <p>15.12.17 (Autumn)</p> | <p>Class teachers and SENDco have been given a budget and a proforma to order quality resources to support their PP children. (discussed) It is hoped that once we have held our PP staff workshop in the Spring term that appropriate resources can be sourced, acquired and implemented so that children in receipt of PP will continue to make progress.</p> |
| <p>Total budgeted cost: £33816.80</p> | | | | | | |
| <p>ii. Targeted support</p> | | | | | | |

| Resource and Costing | Chosen action/approach Desired Outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? | Impact |
|----------------------|--|--|---|---|---|--|
| SENDCo £2,256 | <p>To support teachers in the writing of IEPs, creating resources and developing pedagogy to support those children with SEN access lessons.</p> <p>Desired Outcome: Teachers write effective and timely Individual Education Plans that target support for those children with SEN to ensure they make good progress.</p> | <p>The school has a high number of children in receipt of pupil premium who also have special needs. This makes these children particularly vulnerable and susceptible to falling behind their peers if not supported and monitored well by professionals. Having a SENDco means that we can provide specialist support to both teachers and children to ensure that the needs of the children are met effectively. The SENDco is able to support the effective planning of interventions and targeted one to one support for children with SEN.</p> | <p>SENDCo Appraisal managed by Headteacher</p> <p>SENDCo to monitor data of SEN children.</p> <p>PP Lead to monitor data of PP children.</p> <p>PP Lead and SENDco to liaise after each pupil progress meeting to discuss the needs of each child with each other and class teachers.</p> <p>Headteacher/SENDCo and PP Lead meet to monitor data overall of PP/SEN group after each Pupil Progress meeting.</p> | <p>C Hurt J John son E Silk</p> | <p>Yearly review of effectiveness through appraisal.</p> <p>Termly pupil progress meetings.</p> <p>4.12.17 (Autumn)</p> | <p>Analysis of Autumn term data for SEN children in receipt of PP being undertaken with SENDCo in Jan 2018 (unavailable at the end of last term due to other meetings re SEN).</p> |

| | | | | | | |
|--|---|--|---|--|---|--|
| <p>Teaching Assistants £17,074 (1167 Hours of Intervention , £14.63 p/h)</p> | <p>Teaching Assistants to run targeted interventions with groups of children during some mornings and each afternoon. The timetable is organised by the PP lead and then managed by the class teachers who choose which children are suitable for which intervention based on advice from the SENDco, subject leaders and PP lead.</p> <p>Desired Outcomes: Start and end points of interventions measured. Children to show progress from their baseline to their end point in the intervention.</p> | <p>After analysing the data from last year’s interventions and discussing with teachers and teaching assistants we have a better understanding of what interventions are effective and why. We have therefore chosen our interventions based on this effectiveness data and have deployed TAs to deliver these interventions based on their training and experience.</p> | <p>Pupil progress meetings termly with the head.</p> <p>Intervention data provided termly to the PP Lead.</p> <p>PP lead to meet with Teachers and TAs to discuss CPD needs when running interventions.</p> | <p>J John son C Hurt</p> | <p>Termly review of deployment.</p> <p>Intervention data analysis.</p> <p>TA meetings</p> | <p>TAs and class teachers provided PP lead with intervention information ready for analysis by the end of Autumn term; this has shown in the main that the interventions have been appropriate – confidence and ability has grown. The less able and SEN PP children need greater overlearning – where this is happening regularly, it is having a more beneficial effect on the children’s learning. Unfortunately this term, absence and other extenuating circumstances have meant that (in some classes) interventions have not been carried out as regularly as initially planned; less progress has been evident.</p> <p>Observations of TAs leading Interventions took place: 22.11.17 – very effective; excellent tone and positive relationship with children; appropriate pace and repetition where necessary; progress evident in 15 minute session.</p> <p>All intervention details regarding sessions and impact received from TAs 15.12.17</p> |
|--|---|--|---|--|---|--|

| | | | | | | |
|--|--|---|---|---|--|--|
| <p>Intervention Resources and CPD £2000</p> | <p>High quality resources for interventions and CPD needs for staff. Children in receipt of the premium to be targeted to attend after school clubs to booster attainment and progress.</p> <p>Desired Outcome: Children in receipt of the Pupil premium will always be guaranteed a place on appropriate after school sessions.</p> | <p>For high quality interventions to take place staff need to be suitably trained and resources need to be available to ensure the quality of the intervention is as good as it can be. Evidence shows that both one to one mentoring and improving feedback to pupils from their teacher are both effective ways to help children make progress. After school sessions allow teachers to do both of these things in reduced class sizes which has also been proven moderately effective in helping children to improve their progress.</p> | <p>Staff to feedback to SLT regarding resource needs. PP Lead to manage the training needs of the staff and resources need based on observations of interventions and analysis of intervention data and feedback sheets. Teachers to request items to support the delivery of after school tuition in booster groups. Keep up to date with developments in Pupil Premium and to deliver in-service training to staff when appropriate. Research and implement provision for high quality nationally recognised and school based interventions and monitor their impact.</p> | <p>J J C H E S Subj ect Co- ordi nato rs.</p> | <p>Termly review of resources and CPD needed. TA meetings</p> | <p>Discussions with staff as to what CPD/resources would support the PP children. 12.17 It was decided that a 'workshop' style meeting would be the most productive and therefore the outcomes of the workshop will impact more effectively on the outcomes for the children in receipt of PP. We also have new staff who are not fully aware of all the resources we have in school; sharing will ensure that good practise between us is disseminated; thus, impacting on progress. PP lead contacting local schools and SSSEN department to gain advice on current effective interventions that can further enhance the learning with our pupils.</p> |
| <p>Lunchtime Behaviour Support Staffing: 2 x TAs 30 mins 5 days a week each. £2633.40</p> | <p>TAs to model sharing, playing and team work in our lunchtime club. The TAs are to keep this club calm and create a haven away from the highly stimulating and over sensory environment outside.</p> <p>Desired Outcome: Children who struggle with lunchtimes will attend the club and we will see very little behavioural issues at lunchtimes for those children with additional needs.</p> | <p>A high number of our children in receipt of the pupil premium also have special educational needs. These needs are often behavioural in nature and it means that these children find lunchtimes quite difficult. Through offering a lunchtime club these children are taught to engage with other children through play and sharing activities – they are also given a space to withdraw from the highly stimulating atmosphere outside, a place to avoid sensory overload which can cause behaviour issues for a</p> | <p>Teaching Assistants to feedback to PP Lead about how engaged the children are at the club. PP Lead to observe the club at least once a term to see how the children are engaging. Behaviour and Reflection Log Trawls.</p> | <p>J J C H K F A E</p> | <p>Termly review of effectiveness of club.</p> | <p>Discussions with TAs indicate that children are enjoying the activities at lunchtime club. Sharing, working together is improving in the club and impacting on behaviour during lunchtime. This ensures that all children are calm when returning to class for the afternoon session, more able to focus and access their learning. 12.17</p> |

| | | | | | | |
|--|--|--|---|---|--|--|
| <p>Lunchtime Behaviour Support Resources: £500</p> | <p>Games, felt tips, jigsaws, lego and toys for the children to access during lunchtime.</p> | <p>To ensure that the children needing access to lunchtime support have high quality resources to engage and play with when learning how to share and play with others. If the items are not desirable and fun the children will not want to access them and engage with their peers whilst using the resources.</p> | <p>Teaching Assistants to feedback to PP Lead about how engaged the children are at the club. PP Lead to manage requests.</p> <p>PP Lead to observe the club at least once a term to see how the children are engaging.</p> | <p>J John son infor med by A Eyle y and K Fear n.</p> | | <p>TAs running lunchtime club have been given a budget and a proforma to order quality resources to support their PP children. (discussed)</p> |
| <p>Total budgeted cost: £24463.40</p> | | | | | | |

| iii. Other approaches | | | | | | |
|---|--|---|--|---|--------------------------------------|---|
| Resource and Cost | Chosen action/approach Desired Outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? | Impact |
| Breakfast Club £2000 (£8580 = 44 chd, £5 each a week, 39 weeks) | All children who receive pupil premium funding are invited to our breakfast club to have a nutritional breakfast to start the day. Desired Outcome: To increase the percentage of pupil premium children attending breakfast club term on term throughout the year. | Public health experts at the University of Cardiff have found that children who eat a healthy breakfast before starting the school day achieve higher academic results than pupils who do not. Children from disadvantaged backgrounds are not always guaranteed a healthy breakfast due to deprivation and the relatively higher cost of healthy food – therefore by offering at school we can ensure that those children most at risk of not eating a healthy breakfast have a chance to do so. ³ | Each term the PP lead will monitor how many children in receipt of the pupil premium funding attend breakfast club. | JJ PP Lead LW KF AE. | Termly | Discussed with Miss Hurt about restructuring breakfast club, purchasing different activities that are more appropriate to need. 12.17 From the Spring 2017, all children in receipt of PP will be invited to breakfast club: To receive a nutritional breakfast to sustain fuel and hydration in their bodies to support more effective learning and focus; to engage in quality activities to support turn taking, sharing, engagement and enjoyment; to set them up to a positive start to the day |
| Positive Play £750 | Trained members of staff to run Positive Play sessions with children who have been identified by their class teachers, SENDco or Headteacher as needing additional emotional support in school. Desired Outcome: Children will see an improvement in their Boxall profile score after a course of Positive Play sessions. | Sheffield Hallam University have conducted two evaluations of the intervention, the second one being a three year longitudinal study by Dr J. Empson. "There is statistically supported evidence that positive behaviour change occurs in children who have participated specifically in the Positive Play-Support Intervention" ⁴ | Intervention Data will be handed in at Pupil Progress Meetings and analysed by the headteacher, SENDco and Pupil Premium Lead. | JJ K F KE | Termly. | Positive play INSET session has been booked for January 2018 – all staff to attend. TAs to share Boxall data with PP lead and teachers. |

| | | | | | | |
|---|---|--|--|--|---------|--|
| Positive Play Resources £500 | High quality resources will support the positive play programme being delivered. | See above. | PP Lead will manage the Positive Play Budget and requests will be handled by the PP lead through resource request forms. | J J K F K E | Termly. | Positive play team have been given a budget and a proforma to order quality resources to support their PP children. .(discussed) |
| Subsidised Residential Trips £750??? | Children in receipt of the pupil premium will be able to apply for subsidised places on residential trips. The headteacher will offer these places to the families at the time of the trips. Desired Outcome: No child will miss out on a residential due to economic circumstances of family members. | A study by York consultancy and presented to the National Geographic Society revealed that there is strong evidence to show that: Improving students' engagement with learning Improving students' knowledge, skills and understanding Supporting students' achievement Fostering deeper relationships between peers and between students and teachers Improving students' resilience, self-confidence and wellbeing Boosting cohesion and a sense of belonging Widening and developing pedagogical skills. | PP Lead, with class teacher, will monitor trip sign up rates. | J J S T | Yearly. | 19 children are visiting Lea Green in June 2018 – 11 (58%) are children in receipt of PP; no child has missed out due to family circumstances. All children will foster deeper relationships with their peers and teachers; their resilience, self-confidence and wellbeing will improve; cohesion and a sense of belonging in the group also, will all enable them to widen and further develop pedagogical skills. Overall, their engagement with learning will be enhanced. |
| Subsidised Trips £1000 | Children in receipt of the pupil premium will be able to apply for subsidised places on trips. The headteacher will offer these places to the families at the time of the trips. Desired Outcome: No | As above. | Headteacher, PP Lead and teachers will monitor trip sign up rates.. | C Hurt J John son Class Teac hers | Yearly. | The Snowman whole school trip was funded by 50% per PP child – ALL children in school attended; all children participated in the learning the next day, much better informed. The whole school display in the hall is evidence of the engagement from the trip. |

| | | | | | | |
|---|---|---|---|---|--------|---|
| | child will miss out on a trip due to economic circumstances of family members. | | | | | |
| Subsidised After School Clubs £1000 | <p>Children in receipt of the pupil premium will be offered subsidised places at after school clubs to ensure that they do not miss out through economic circumstances.</p> <p>Desired Outcome: After school clubs running at capacity and all children in receipt of pupil premium funding to access at least one enriching after school club.</p> | <p>Research by Public Health England shows that pupils being healthy has a positive effect on their attainment. Giving children in receipt of the pupil premium funding a place at these clubs ensures that they access sport clubs.</p> | <p>Headteacher and PP lead will manage invitations to PP children to join paid for clubs and actively promote this opportunity.</p> <p>Subject co-ordinators to track PP children attending clubs in each subject area. E.g. Phonics Lead to monitor attendance of children in receipt of pupil premium funding attendance to phonics club.</p> | J John son C Hurt Subj ect Lead ers | Termly | <p>During the Autumn term 2017:</p> <p>children have taken part in after school bench ball – (%) are children in receipt of PP</p> <p>children have taken part in after school gymnastics – (%) are children in receipt of PP</p> <p>children have taken part in after school spelling and phonics – (%) are children in receipt of PP</p> |
| Online subscriptions for Pupil Premium Children. £3000 | <p>Subject co-coordinators to find and source relevant and proven online interventions for children to access using the schools computing resources throughout the school and at home.</p> <p>Desired Outcome: Children will make good progress in a specific subject area targeted through proven interventions.</p> | <p>Research by the Sutton Trust has shown that investment in digital resources can be moderately effective in raising standards for children in receipt of the pupil premium – as a school with a range of digital hardware the children have a lot of chances to access online resources both in school time, prior and after school – investing in digital logins targeting pupil premium</p> | <p>Computing Co-ordinator to manage subscriptions to the programmes recommended by the SENDco and subject leaders for Pupil Premium children whose needs are deemed appropriate.</p> | J John son E Silk | Yearly | <p>Software costings: RM Easimaths - £368 for PP children Nessy - £96 Bug Club - £185 Bug Club Bridging Bands - £29 Bug Phonics - £90.50 Spelling and Grammar Bug – £90.50 Rapid Reading – £111 <u>TOTAL as of 12.12.17 - £709</u></p> <p>All of these resources engage, motivate and challenge the learning of the children; they add elements of competition with self, raise self-esteem, allow children to make errors and self-correct (in private to them), give constant praise, encouragement and reward. They reinforce learning that has gone on in the 'real' classroom, allow prior learning and exposure as well as extra practise to consolidate learning.</p> |

| | | | | | | |
|-----------------------------------|---|--|--|-------------------------------|---|--|
| Improving attendance | Pupil premium lead will track and monitor absence of any children in receipt of PP that falls below 95%; parents contacted and dialogue continued; ½ termly meetings with EWO (head); best class attendance in assembly weekly (extra 10 mins quality play; children will be invite to attend breakfast club to encourage an early nutritional start. Desired outcome: the attendance of children in receipt of Pupil premium is in line with the school target of 95%; thus impacting on their progress. | <ul style="list-style-type: none"> • Statistics show a direct link between under achievement and poor attendance Regular attenders make better progress both academically and socially • Regular attenders find school routines and school work easier to cope with • Regular attenders find learning more satisfying • Regular attenders have an easier transfer to secondary school | <p>PP lead will manage invitations to PP children for breakfast club.</p> <p>PP lead will track PP children’s attendance – actions taken if falling below 95%</p> <p>Head – track whole class attendance; announce and reward ‘best class attendance’ each Friday.</p> | C Hurt J John son | Weekly Monthly Termly Annually | |
| Total budgeted cost: £9000 | | | | | | |

¹ Funding for disadvantaged pupils Survey evidence from pupils, parents and school leaders – National Audit Office Survey, 2015.

² *Ibid.*

³ <https://www.theguardian.com/education/2016/nov/04/free-school-breakfast-clubs-boost-maths-and-literacy-results-study-finds>

⁴ https://www.derbyshire.gov.uk/education/schools/attendance_behaviour_welfare/support/positive_play/default.asp

⁵ <http://www.schooltravelorganiser.com/Features/Evidence-revealed-on-the-impact-of-residential-trips>

⁶ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf