



St John's

Church of England

Academy

Part of the



Pupil Premium Strategy and Impact: 2019 - 2021

Pupils Eligible for Funding	2018-2019		2019-2020		2020-2021	
Pupil premium	75	£99,00	83	£109,560	90 x £1,345	£121,050
Service pupils	3	£900	2	£600	4 x £310	£1,240
Looked After	2	£2,300	2	£4,600	2 x £2345	£4,690
Total No. of pupils and funding	80	£104,500	88	£114,760	96	£126,980

1. Current Attainment (Summer 2019) Last national data due to Coronavirus				
Pupils eligible for Pupil Premium	St John's		National Other	
% achieving Good Level of Development in Early Years	75%		73%	
	KS1	National Other	KS2	National Other
% achieving expected standard in reading	73%	79%	92%	78%
% making expected standard in writing	73%	72%	92%	83%
% making expected standard in maths	73%	79%	92%	84%
% making expected standard in reading, writing and maths	73%	-	92%	71%
KS2 progress in reading			2.5	0.3
KS2 progress in writing			2.1	0.2
KS2 progress in maths			0.1	0.3

Pupil Premium End of Year Review Statement 2020-21

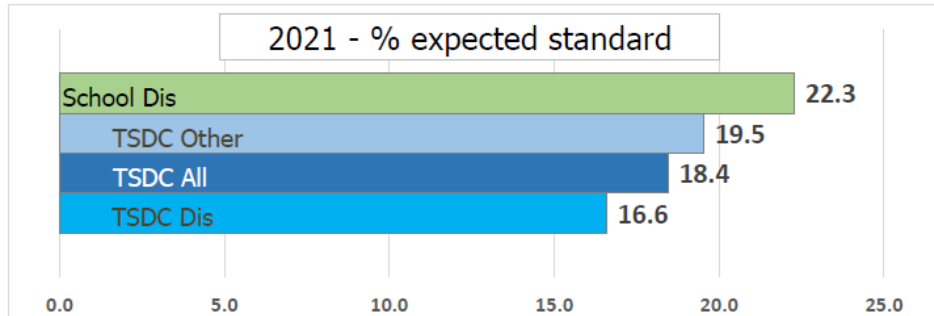
Due to the coronavirus pandemic, all statutory national assessments were cancelled, with the exception of the Phonics Screening Check, which was delivered in Year 2. The school opted to administer the Multiplication Tables Check in Y4. The following results are based on internal assessments carried out in June 2021. Data highlighted in green identifies where progress or attainment for Pupil Premium children is in line with, or better than, non-disadvantaged pupils. Yellow highlights where progress or attainment is significantly lower than non-disadvantaged pupils.

READING						
2020/21 Cohort	Expected +		Working Above		Average Progress	
	PP	Other	PP	Other	PP	Other
Reception	75%	68%	0%	0%	5.50	5.05
Year 1	30%	79%	0%	16%	2.70	2.84
Year 2	71%	70%	18%	8%	3.24	3.08
Year 3	69%	79%	19%	43%	3.50	3.43
Year 4	64%	88%	21%	25%	3.00	3.25
Year 5	67%	77%	25%	24%	3.17	3.18
Year 6	50%	93%	14%	29%	2.71	3.00
WRITING						
2020/21 Cohort	Expected +		Working Above		Average Progress	
	PP	Other	PP	Other	PP	Other
Reception	63%	59%	0%	0%	5.25	5.14
Year 1	10%	68%	0%	5%	3.10	2.79
Year 2	47%	46%	0%	0%	3.41	3.15
Year 3	50%	64%	0%	14%	3.38	3.64
Year 4	28%	76%	15%	13%	2.71	3.38
Year 5	50%	53%	0%	6%	2.67	3.12
Year 6	43%	93%	14%	36%	2.79	3.50
MATHS						
2020/21 Cohort	Expected +		Working Above		Average Progress	
	PP	Other	PP	Other	PP	Other
Reception	63%	64%			5.50	5.18
Year 1	20%	79%	0%	21%	2.89	2.90
Year 2	59%	77%	6%	15%	3.41	3.38
Year 3	57%	58%	19%	29%	3.19	3.07
Year 4	43%	76%	14%	13%	2.64	3.06
Year 5	58%	71%	8%	18%	2.83	3.18
Year 6	35%	93%	14%	29%	2.50	3.20

Multiplication Tables Check (MTC)

Year 4 children are expected to know all multiplications to 12 x 12 by the end of the year. The government have implemented a non-statutory 'check' to assess children's ability. Anthony Conlin (The School Data Company) has provided an analysis of our results compared to the average of all the schools he works with. The table below shows our disadvantaged pupils compared to the other/non-disadvantaged pupils (1341) in the School Data Company.

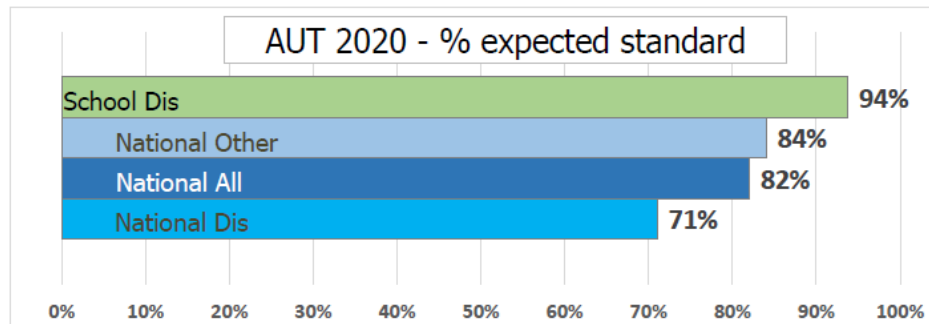
2021



Year 1 Phonics Screening

The Year 1 phonics screening check that usually takes place in the Summer Term was cancelled due to the pandemic. It was rescheduled and took place at the start of Year 2. The graph below shows the number of our school's disadvantaged pupils compared to national other/non-disadvantaged pupils.

2020*



Pupil Premium – End of Year Review Statement 2019-20

Due to the coronavirus pandemic, all statutory national assessments were cancelled. We conducted a review of Pupil Premium Expenditure in January 2020 following the end of term assessments in December 2019, which were the last assessments, and indicators of the progress of disadvantaged pupils compared to non- disadvantaged pupils not to be affected by the coronavirus pandemic, which are below:

READING						
2019/20 Cohort	Expected +		Working Above		Average Progress	
	PP	Other	PP	Other	PP	Other
Reception	21%	73%	0%	0%	1.20	1.13
Year 1	85%	82%	0%	19%	1.31 (O)	1.56 (O)
Year 2	80%	79%	20%	36%	1.67 (O)	1.50 (O)
Year 3	69%	88%	23%	44%	1.15 (G)	1.44 (O)
Year 4	67%	84%	0%	26%	1.00 (G)	1.16 (G)
Year 5	42%	93%	17%	29%	1.25 (O)	1.36 (O)
Year 6	93%	94%	29%	38%	1.36 (O)	1.38 (O)
WRITING						
2019/20 Cohort	Expected +		Working Above		Average Progress	
	PP	Other	PP	Other	PP	Other
Reception	14%	60%	0%	0%	0.90	0.93
Year 1	85%	69%	0%	0%	1.38 (O)	1.13 (G)
Year 2	60%	71%	0%	21%	1.27 (O)	1.14 (G)
Year 3	69%	82%	15%	19%	1.08 (G)	1.19 (G)
Year 4	55%	58%	11%	21%	1.11 (G)	1.16 (G)
Year 5	59%	93%	17%	50%	1.25 (O)	1.50 (O)
Year 6	71%	82%	21%	13%	1.14 (G)	1.13 (G)
MATHS						
2019/20 Cohort	Expected +		Working Above		Average Progress	
	PP	Other	PP	Other	PP	Other
Reception	29%	73%	0%	0%	1.32	1.07
Year 1	93%	75%	8%	25%	1.46 (O)	1.69 (O)
Year 2	80%	80%	20%	36%	1.47 (O)	1.36 (O)
Year 3	61%	88%	23%	38%	1.46 (O)	1.46 (O)
Year 4	44%	90%	0%	32%	0.78 (RI)	1.37 (O)
Year 5	67%	86%	17%	57%	1.17 (G)	1.50 (O)
Year 6	79%	88%	29%	38%	1.14 (G)	1.31 (O)

Please note that each year group is now one academic year ahead i.e. Year 1 in the table above is the current Year 2 class. Data highlighted in red shows a significant gap between disadvantaged and non-disadvantaged pupils.

We know from research that disadvantage pupils' learning is very likely to be adversely affected by school closure and we worked hard to offer support to remove the barriers that may cause this. We provided both paper and online resources for all pupils and closely monitored home learning. We were aware that internet access was problematic for some families and have endeavoured to provide support where possible e.g. loaned a laptop to a LAC pupil who was unable to attend school for two weeks, and applied for free laptops for families with social service support. We also contacted every family on a weekly and for our most vulnerable, this was done daily when dropping off packed lunches. Staff went above and beyond to deliver extra resources for those without an adequate internet speed and worked with additional services such as social care, health and the local foodbank to ensure families were supported.

Since the beginning of June 2020, following government guidance, we welcomed children back in the designated year groups but also encouraged vulnerable children to come back from other year groups who had no internet access or little support with home learning.

From September we will be operating a 'Recovery Curriculum' for 4 weeks to ensure that all children receive the emotional and academic support needed to effectively return to a full-time education.

Alongside our main plans implemented in 2019, we will focus on:

- Identifying learning gaps and putting strategies/interventions in place to address them.
- Further developing good emotional health, self-regulation, happiness and wellbeing.
- Strengthen pupils' ability to regulate their own learning behaviour.
- Increase parental engagement and participation by setting up direct emails with individual parents.
- Purchase extra laptops to loan target children if they need to self-isolate if school is closed.

2020-2021

2. Barriers to future attainment (for pupils eligible for PP) – these barriers have been further exacerbated due to COVID-19

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

A.	High numbers of children enter school with limited language and restricted vocabulary, which impacts upon progress and attainment in Reading, Writing and Maths in subsequent years.
B.	School Readiness: EYFS Baseline levels for many areas are below ARE e.g. listening and attention, numeracy and PSE, which impacts on their progress.
C.	Poor social and emotional development of some pupils affects their mental health and ability to cope with day-to-day situations, which impacts on their well-being and ability to focus on learning leading to slower progress.
D.	Levels of cultural capital are variable (access to books, life experiences, knowledge and skills that can improve life chances).

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

E.	In some cases, inconsistent attendance and/or punctuality reduces their time in school, affecting their rate of progress.
F.	Chaotic lifestyles for some children results in a lack of boundaries and regular routines e.g. bedtimes, which can result in sleep deprivation.
G.	Low aspirations about what can be achieved and how to be successful. In some cases, lack of parental support with home learning.

3. Intended outcomes

	<i>Intended outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase in disadvantage children achieving listening, attention and communication skills in C & L and GLD in EYFS in July 21.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that the gap is diminished between disadvantaged and non - disadvantaged. All pupils have improved confidence and skills when speaking.
B.	Increased numbers of disadvantaged children are 'school ready,' resulting in increased numbers passing the Y1 Phonics Screening Test. Only 73% attained Phonics Screen Test in 2018 although 50% of cohort was disadvantaged.	In line with national other.
C.	Target pupils have improved social and emotional skills so they can talk about their feelings in a controlled manner and demonstrate how to resolve problems. Discussions with pupils, observations of behaviour and records of behavioural incidents.	Fewer behaviour incidents recorded for these pupils on the school system at break times. Pupils have a bank of safe appropriate games they can play.
D.	Pupils read regularly, have access to high quality texts across the curriculum and show an increased understanding of vocabulary. This will be evidenced by monitoring termly reading assessments, work scrutinies and discussions with pupils.	Disadvantaged pupils make expected or better progress in core subjects, resulting attainment gaps being narrowed. Progress in foundation subjects is at least good.
E.	Disadvantaged pupils' attendance continues to improve. It is in line with or better than national other pupils. Persistent absentees are set targets to improve attendance, which is monitored weekly. No pupils are regularly late for school, resulting in missing important learning. Daily monitoring of late children.	Disadvantaged pupils' attendance is in line with national 'other' pupils. Reduce the number of persistent absentees among pupils eligible for PP

F.	Pupils can access learning because their physiological, safety, belongingness and esteem needs are met. This will be evidenced by day to day monitoring for targeted vulnerable pupils and through termly Pupil Progress Meetings.	Pupils receive nutritious breakfast to enable them to concentrate during the morning. Pupils receive appropriate counselling support and 1:1 mentoring. Every pupil accesses at least 1 after school club.
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Planned Expenditure					
Academic year		2020/21			
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.					
Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented effectively?	Staff lead	When will you review implementation?
A,B,C & D PP pupils make or exceed national expectations for progress and attainment in Reading, Writing and Maths across the school.	All classes have TA support for Maths and English with extra support in classes where there are high numbers of PP who are behind ARE for periods of time (EYFS, Y1, Y2, 3 & 6). Additional teaching intervention/booster for Maths, Reading and Phonics, including small group and specialist support. Pupil progress meetings to identify any pupils not on track to meet target and look at strategies. Use of digital technology to support and enhance learning e.g. reading Eggs, Mathletics.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. Attainment has been outstanding for the last few years at the end of KS2. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention Evidence suggests technology should be used to supplement learning rather than replace. It often provides effective feedback and motivates the pupils to practise more.	Every term the data is analysed. This provides information for pupil progress meetings, identifying those children who are not on track. These pupils are discussed with teachers, identifying barriers to learning and further opportunities for support/intervention. Interventions are evaluated half termly. Monitor progress, which is discussed with Class teachers. Monitor effective usage	HT/Assessment Lead SENDCO Maths/Eng. HLTAs	December 2020 Half termly Termly
TA/CA support for every class with maths and English and deliver catch up and a wide range of free before and after school clubs.					£95,000
A,B,C & D All staff are confident in teaching reading, writing and maths leading to more consistent good and better levels of progress across school.	Training and coaching for less confident staff to ensure the use of effective modelling and supported practice.	Using 'Talk for Writing' approach has been instrumental in increasing progress, especially for boys and SEN. Extensive evidence (EEF) suggests that strategies need to be carefully modelled and practised with children taking increasing responsibility for selecting and using strategies.	Monitor through lesson observation and book scrutiny. Analysis of progress through termly assessments followed up in Pupil Progress Meeting.	Eng. Lead	Termly
	Purchase of digital resources to support reading and maths, which is personalised and accessible from home.	Digital resources to supplement teaching and learning can increase learning by 4+ months through effective feedback and motivating pupils to practise more.	SLT Monitor weekly usage. Discussions with pupils. Analysis of progress in reading and maths through termly assessments.	Eng Lead Maths lead	Termly

D. Pupils have quality first hand experiences e.g. visits and visitors to give them purpose and ideas for writing and extend vocabulary.	All classes plan visits and or visitors linked to topic areas to stimulate interest and widen children's experiences and knowledge of the world.	Research shows that memorable experiences can help to create a purpose for writing. Hands-on learning promotes high levels of engagement and improved acquisition of key knowledge and vocabulary.	Work scrutiny of writing termly along with termly assessments. Children not making expected progress are identified in Pupil Progress Meetings.	English lead	Jun 2021
B.	Utilise training and findings from 'Getting Everyone Ready for School.' Target parents from other feeder schools.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement Positive Feedback and high engagement for parents of our children transferring to Reception.	HT and EYFS lead teacher		Summer 2021 & Autumn 21
Purchase Digital Resources: Licenses for Mathletics, Numbots, TTRS and Reading Eggs to provide personalise learning that may be accessed at home. Financial support to enable pupils to have access to quality visits and visitors.					£2,000 £2,000
i. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A, B & C Disadvantaged pupils make or exceed progress in line with or better than their peers (nationally) from similar starting points in Phonics, Reading, Writing and Maths.	Identify PP pupils who do not have support at home for reading/phonics. Allocate focussed support and teaching that will be in addition to maths and English lessons in small groups or 1-1 sessions. 2 TAs with specialist training to deliver a structured maths' Catch Up' programme. Some sessions will be delivered outside normal school hours e.g. Early morning, Booster sessions. Small group provision of Talk Boost and Early Talk Early Language Intervention for target children in EYFS.	Targeted support for identified groups of children to receive extra support in phonics, group reading using structured programmes e.g. Code X is widely acknowledged (EEF) as making a difference to pupil progress. We were part of a pilot study (Norwich University); 11/12 pupils made expected or better progress. This success has continued this year. Some of the pupils need targeted support to catch up. This is a programme, which has been independently evaluated and shown to be effective in other schools. The EEF toolkit states +5 months for early intervention	Monitoring of progress and identification of the impact of the intervention programme. Results are analysed termly. Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	SLT Maths Lead EYFS class teachers	Termly June 21

C. Improved social and emotional skills leading to improved levels of self-esteem, and confidence	Referrals by staff/parents to our in school counsellor. Some vulnerable PP children will have 1:1 time to talk about their feelings with Home School Support Worker (HSSW). 'I am Me' programme for target pupils with self-esteem and anger management issues. Target group of pupils (mainly PP) to work with HSSW at lunchtimes.	Vulnerable pupils receive effective, timely counselling to help them manage their every-day lives. Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in schoolwork. Children learn social skills, appropriate safe games to play and how to resolve problems by talking about their feelings in a controlled manner. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.	Regular meetings to take place between counsellor and HT/HSSW to discuss impact of sessions. Discussions between counsellor and parents. Fewer incidents of inappropriate behaviour at unstructured times of the day. Monitor whether improvements in behaviour translate into improved attainment.	HT SLT	Termly June 21
E. The attendance and punctuality of PP children continues to be above national and in line with or better than non-PP national.	Employment of PT Attendance Officer to track attendance weekly. Employment of Home School Support Worker who works closely with Attendance Officer to identify and target families who are causing concern. Early Help Support in place.	When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. 2015/16 data confirms that our PP pupils have attendance that is significantly higher than national PP and a in line with 'other' pupils	Monitor individual attendance and celebrate weekly class awards. Half-termly individual awards for pupils with 98%+. Identify pupils who are causing concern for action. (See Attendance Policy for detailed procedures)	HT/HSSW	Termly
Employment of part time Attendance Officer Employment of full time Home School Support Officer					£1,500 £16,550
iii Other approaches					
Desired outcome	Chosen action	What is the evidence and rationale for this choice?	How will you ensure it is implemented effectively?	Staff lead	Review date
E, F, G Pupils are not disadvantaged in their access to learning.	Provide free nutritious Breakfast. Provide extra-curricular clubs for KS1 & 2 led by specialists (Sporting Futures) and in house staff and actively target disadvantaged pupils. Provide Home Work Club for KS1 & 2 pupils.	Pupils are able to concentrate – physical need met (Maslow's hierarchy of Need) High levels of participation ensures pupil engagement, improved levels of confidence and self-esteem which results in increased progress. Pupils attend Home Work Club resulting in improved attainment e.g. Spelling scores https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/	Monitor number of PP having breakfast including target children who are often late or who require extra teaching during this time. Monitor levels of participation for PE and other extra-curricular activities termly and target children not engaged.	HSSW HT HSSW PE Team HT	Termly Termly

E, F, G Our Home School Support Worker (HSSW) and Attendance Officer support vulnerable parents and carers.	Home School Support Worker is a point of contact to offer support and advice and sign post parents to Early Help agencies e.g. Food Bank, Parenting Classes.	The EEF states that Early intervention (EYFS) can enhance learning by 5 months.	HSSW reports support and intervention through internal CPOMs system. Overview of support reported to GB.	HT	Termly
Breakfast Club: Total budgeted cost:					£ 4,000 £121,050
4. Review of expenditure Year 2018/19					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost	

<p>For PP pupils to make or exceed national expectations for progress and attainment.</p>	<p>TA support for every class for English & maths. Extra TA support in classes with high numbers of pp for periods of time (EYFS, Y1, & Y4). Use of digital resources to support reading and maths 1-1 or small group. interventions e.g. Catch Up, reading, Helping Hands</p>	<p>EYFS – 75% of Disadvantaged pupils (12) achieved GLD compared to 73% 'national other' and significantly above national disadvantaged (54%)</p> <p>Phonic Screen Test- Although Y1 Disadvantaged pupils' performance (73%) was below national other by 11%, they performed better than national disadvantaged pupils by 4%. 50% of cohort are disadvantaged and 8 are SEN including 1 EHCP.</p> <p><u>End of KS 1</u> Reading: 72% of Disadvantaged pupils (12) achieved ARE compared to 78% of national other; we were well above national disadvantage (60%). The gap in performance between disadvantaged and 'national other' has narrowed significantly from -23.4% to -5.3% in maths. Writing: 73% of Disadvantaged pupils (12) achieved ARE compared to 73% of 'national other'; we were well above national disadvantage (53%). This was a significant improvement. Maths: 73% of Disadvantaged pupils (12) achieved ARE compared to 79% of 'national other'; we were well above national disadvantage (61%). The gap in performance between disadvantaged and 'national other' has narrowed significantly from -23.4% to -6.3%.</p> <p><u>End of KS2 -</u> <u>RWM:</u> 92% of Disadvantaged pupils achieved ARE compared to 78% of 'national other'. <u>Reading:</u> 92% of Disadvantaged pupils achieved ARE compared to 78% of 'national other'; significant improvement. <u>Writing:</u> 92% of Disadvantaged pupils achieved ARE compared to 83% of 'national other'. <u>SPaG:</u> 83% of disadvantaged pupils achieved ARE compared to 83% of 'national other'; we were well above national disadvantage (67%). <u>Maths:</u> 92% of Disadvantaged pupils achieved ARE compared to 84% of national other'.</p> <p>Progress in reading for PP across the school was at least good in all classes apart from Y 4; there are a significant number of pupils who have SEN. 100% pupils (Catch up) made good or outstanding progress with a formal structured approach. 3 of these are now working at ARE expectations.</p> <p>10/14 pp in Rec. received Talk Boost; 7 (70%) achieved C & L in all 3 areas; 4 of these pupils achieved a GLD. Helping Hands programme (Peer Mentoring – social skills) reduced number of behaviour incidents at play times as targeted pupils were given strategies to employ.</p>	<p>Although achievement was lower than previous years, this was expected due to high levels of disadvantage (50%) and SEN. Progress from baseline was strong. Continue with extra TA support; further improve efficiencies of TA deployment based on best practice of EFF findings including improving feedback during class time.</p> <p>More PP children achieved greater depth in core subjects but not enough in writing. Continue to develop teacher (2 new staff) subject knowledge and confidence especially of new staff. Ensure greater levels of challenge so more pupils achieve at a higher standard in maths. Look at meta-cognitive learning to improve levels of progress, greater levels of independence and resilience.</p> <p>Where Class teachers were monitoring and driving on line learning (Mathletics, Reading Eggs, maths Facts in a Flash), progress greatly accelerated.</p> <p>Reducing 1-1 support and replacing with more structured interventions. Focus on quality first teaching; and encouraging as many parents as possible to support pupils daily with reading.</p>	<p>£79,000</p> <p>£2,000</p>
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ii. Targeted support																											
Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost																							
<p>The attendance of PP children continues to be above national and in line with or better than non PP national.</p> <p>Vulnerable families engage with school and seek support.</p> <p>Children come into school ready to learn</p> <p>Children are accessing a range of activities designed to build their confidence, self esteem and basic skills.</p>	<p>Employment of FT Home School Support Worker who works closely with families as part of Early Help Support. First day response, and daily monitoring ensures any problems are followed up quickly.</p> <p>Attendance Officer (1/2 day per week) works closely with HT/HSSW to track attendance and identify vulnerable families for extra support/attendance meetings.</p> <p>Breakfast Club in place along with interventions (small group/1-1) for targeted pp pupils).</p> <p>Wide range of extra - curricular clubs are free. Residential visit for Y6 is at a vastly reduced price.</p>	<p>Attendance is better than national.</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>16/17</th> <th>17/18</th> <th>18/19*</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Overall absence</td> <td>School</td> <td>3.7%</td> <td>3.8%</td> <td>3.1</td> </tr> <tr> <td>National</td> <td>4.0%</td> <td>4.2%</td> <td>4.2%</td> </tr> <tr> <td rowspan="2">Persistent Absence</td> <td>School</td> <td>7.2%</td> <td>7.3%</td> <td>6.3%</td> </tr> <tr> <td>National</td> <td>8.3%</td> <td>8.7%</td> <td>8.7%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Internal data for attendance 18/19: whole school was 96.7% and without reception (national report) was 96.95% internal data). 			16/17	17/18	18/19*	Overall absence	School	3.7%	3.8%	3.1	National	4.0%	4.2%	4.2%	Persistent Absence	School	7.2%	7.3%	6.3%	National	8.3%	8.7%	8.7%	<p>Continue robust systems and Early Help Support. Mental Health and chaotic lifestyles are still a barrier to improving attendance.</p>	£15,000
				16/17	17/18	18/19*																					
		Overall absence	School	3.7%	3.8%	3.1																					
National	4.0%		4.2%	4.2%																							
Persistent Absence	School	7.2%	7.3%	6.3%																							
	National	8.3%	8.7%	8.7%																							
<p>Continue with Breakfast Club- apply for additional funding to support a free breakfast for all vulnerable children.</p>	£1,800																										
<p>After school provision was extended in 18/19 so that there was more choice available for KS 1 pupils. We intend to extend provision to allow some provision for reception children in the summer term.</p>	£2,000																										
		<p>Robust tracking and support for vulnerable families is having positive impact on attendance. PP attendance is well above national pp and close to national other</p> <p>In school data for 2017/18 shows only a small gap (1.09%) between the attendance of pupil premium (95.4%) and non-pupil premium (96.3%).</p> <p>Number of pupils attending Breakfast Club daily is approx. 60; 38 of these are FSM and receive a free breakfast. This has helped greatly with attendance and punctuality and ensures that pupils have a nutritious start to the day.</p> <p>Analysis shows out of 63 pupil premium pupils from Years 1 to 6, the vast majority (69) attend at least one club (91%) which had a positive impact on their enjoyment of school and well-being. 100% of pp pupils attended the Seahouses residential visit for 5 days.</p> <p>Analysis for pupil questionnaires confirms that the pupils find visits, visitors and extra -curricular activities very enjoyable.</p>																									