

Summary information		Review – December 17 and July 2018			
Academic Year	2017-18	Total PP budget	£174,080	Date of most recent PP Review	Dec 17
Total number of pupils	615	Number of pupils eligible for PP	110 (18%)	Date for next internal review of this strategy	July 18

1. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be overcome in school, such as poor oral language skills</i>)	
A.	Pupils lack of confidence / Speech and Language, SEND
B.	English as an Additional Language(EAL)
C.	Domestic Violence, Substance abuse, housing (overcrowding)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance (SEND and WEE)

2. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria	Impact – Autumn Term	Impact – Spring Term	Impact – Summer Term
A.	Reduce the percentage of PP children working below age-expected from 22% to 12% (Y1-6).	88% of children working at or above age-expected levels.	Currently 86% of children working at or above age-expected levels.	Currently 76% of children working at or above age-expected levels.	66% of children working at or above age-expected levels.
B.	Diminish the difference between PP pupils at greater depth and non PP across the school from 6% to 3% (Y1-6). (Currently 21% and 15% respectively.)	Gap of >3% between PP and non-PP across the school.	Currently no gap between PP and non-PP (both at 35%).	Currently no gap between PP and non-PP.	Currently no gap between PP and non-PP.
C.	Engage families – Parent Voice surveys; anecdotal feedback; Parent Gym attendance; Parents	Attendance of PP 96% 99% PP parents attend	Autumn Term – 96% 99.8% PP parents	Spring Term – 96% 98.6% PP parents	Summer term – 96%

	Evening attendance; children's attendance and punctuality.	Parents Evening – Autumn and Spring Term Feedback from PP parents that they feel supported by the school.	attend Parents Evening in the Autumn Term. 100% of parents surveyed said they would recommend the school to another parent.	attend Parents Evening in the Spring Term. 100% of parents surveyed said they would recommend the school to another parent.	
D.	Ensure all children are ready for next stage of learning – Internal and external information, including outcomes of national tests; pupil conferences; PPMs; evidence trails; participation in competitions, after school clubs, residential	88% of Y6 PP children achieve EXS in RWM 80% (4 of 5) of Y2 PP children achieve EXS in RWM 90% of EYFS PP children achieve GLD Observed increase in confidence and self – esteem	68% of children currently on track 33% of children (3 of 9) currently on track. (3 of 5 are on track from target setting in July. 4 new starters, who are currently not on track.) 6/7 (86%) PP children on track to achieve GLD. Overall improvement in confidence and self-esteem for this group. More targeted analysis to be carried out for Spring Term.	71% of PP children currently on track to achieve EXS in R/W/M. 7/7 (100%) PP children on track to achieve GLD. Overall improvement in confidence and self-esteem for this group	66 % of PP children achieved EXS in R/W/M. 7/7 (100%) PP children achieved GLD. Overall improvement in confidence and self-esteem for this group

3. Planned expenditure					
i Quality of teaching for all (Staff and CPD)					
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Timescale	Staff lead	Review
Targeting of pupils working below age expected.	1. Whole school CPD – Autumn Term: - Identify pupils working below age expected; identify specific reasons why; develop strategies to target particular needs.	Monitor through: PPMs; Learning Walks; Evidence Trails; Phase Meetings; Staff Meetings; data analysis	Sept 17	HT	Termly
	2. Explicit teaching of reading skills: - Start with whole class teaching of specific skill before moving to more focused group work.	Learning Walks; Evidence Trail; data analysis; pupil feedback	Autumn Term	English Lead	Termly
	3. Additional four teachers across the school for support. Smaller class sizes in Y6 for English and maths lessons.	Data analysis; PPMs; Learning Walks; Evidence Trails; pupil feedback	Ongoing	DHT	Termly
	4. Quality first teaching - Personalised CPD for staff - staff meetings	Data analysis; PPMs; Learning Walks; Evidence Trails; pupil feedback	Ongoing	HT	Termly
	5. Rise and Shine Programme - EAL Phonics support	Monitoring of Rise and Shine programme for children new to	Ongoing	EAL Lead	Termly

	<ul style="list-style-type: none"> - Team teaching - Interventions groups to support pupils in class 	<p>English Data analysis Learning walks Evidence trails VCMs PPMs Pupil feedback</p>			
	<p>6. Structured conversations - Targeted conversations with pupils and their parents where targets are set on individual issues such as attendance and academic progress.</p> <ul style="list-style-type: none"> - Termly 1 hour meeting with parents and children - setting SMART targets. - information meetings for parents 	Monitoring and analysis of SMART targets with AFA coach	Ongoing	DHT	Termly
Improve communication and language skills for pupils eligible for PP within the EYFS and KS1	1. Staff training on consistent modelling of accurate use of language	Regular staff training learning walks	Ongoing	SENDCo	Termly
	2. Independent speech and language therapist employed 2 days per week. Speech and Language intervention and support in classrooms.	Assessments completed by SALT and action plans developed, implemented and reviewed	Ongoing	SALT	Termly
	3. SALT to lead training for all TAs and NQTS/NQT+1 to ensure effective provision and intervention for identified children.	Peer observations Monitoring of pupil's language development in EYFS and outcomes in reading and writing across the school.	Ongoing	SALT	Termly
Total budgeted cost					£85,873
i. Quality of teaching for all (Staff and CPD) – Impact: Autumn Term					

Targeting of pupils working below age-expected

1. Whole School CPD

The whole of the autumn term teaching staff CPD was focused on children who are currently working towards 'age-expected' (WTS). The starting point for all teachers is that WTS children can reach age-expected and what we can put in place to support this happening. The series of staff meetings involved previous teachers sharing with current teacher's information about pupils, workshops on confidence/self-esteem; home life/parental engagement, Speech and Language (SALT) strategies, and Solution Circles - which focused on looking at solutions and impact the strategies are having on WTS children. There are 17 WTS PP children.

The table below shows the impact so far:

Teacher Assessment Autumn 2017	Progress	Y1	Y2	Y3	Y4	Y5	Y6
Reading	PP	0.3	1.0	0.9	1.0	1.0	1.0
	Non PP	0.3	0.9	0.9	0.9	1.0	1.2
Writing	PP	0.2	1.0	0.9	0.9	1.0	1.0
	Non PP	0.2	1.0	0.9	1.0	1.0	1.1
Maths	PP	0.2	1.0	1.0	1.0	1.0	1.2
	Non PP	0.3	1.0	1.0	1.0	1.0	1.3
Average of all subjects	PP	0.2	1.0	0.9	1.0	1.0	1.1
	Non PP	0.3	1.0	0.9	1.0	1.0	1.2

2. Explicit teaching of reading skills:

Reading skills are taught explicitly in classroom using the following model:

Day 1- Teacher to model reading explicitly.

Day 2-10 – As part of the rotation, reading skills are explored, used and developed further.

Impact:

- Teachers have gained confidence with teaching reading skills from the guidance and support given e.g. PPA support/CPD – outcome found from the Reading Evidence Trail
- Children making progress in reading in all year groups – See below
- Pupil Premium children making steady progress in reading – See below
- Consistent approach to teaching happening across the school – Learning walks
- Evidence of reading in books - Book Looks

Progress data for reading Autumn Term:

Teacher Assessment Autumn 2017	Progress	Y1	Y2	Y3	Y4	Y5	Y6
Reading	PP	0.3	1.0	0.9	1.0	1.0	1.0
	Non PP	0.3	0.9	0.9	0.9	1.0	1.2

Phonics

Year 2 Resit

Only 1 PP pupil to be retested for Phonics Screen check and getting daily 1:1 support in the afternoon. Scored 17 in mock screen – December 17 – one below the target of 18 for children on track to pass.

Year 1

16 PP pupils in Y1. 14 are on track to pass the phonics screen check, 2 pupils are not on track. They are having regular phonics sessions and 1:1 support in the afternoon.

3. Additional four teachers across the school for support

Children in Y6 set four ways with additional teachers to support those children on cusp of expected in particular. Initial data indicates the majority of children are on track to meet challenging targets set.

Based on the mock SATs tests carried out in December.

Currently:

- EXS: 67% overall vs 68% PP
- GDS: 9% overall vs 25% PP

Best estimate:

- EXS: 91% overall vs 86% PP
- GDS: 21% overall vs 25% PP

N.B. The reason for the discrepancy in EXS from current to best estimate is the high number of disapplications almost all of whom are non-PP.

4. Quality first teaching

All staff have a personalised CPD plan, which targets the areas they have identified in need of improvement. As a result of this and the wide-range of support provided to staff, quality of teaching judgements show that 87% of teaching over time is good or better (Autumn 1).

5. Rise and Shine Programme

In the Autumn Term, 5 children who attended Rise and Shine were sent back to class as they are able to access texts. Currently, 13 children are attending the programme; four children have moved up from the initial sound 'Rise' to blending and reading 'Shine'.

Year 2 have had half a term of support which enabled 12 EAL children to start communicating and making simple sentences.

Year 6 currently have an EAL intervention group in which support for planning and team teaching is given.

6. Structured Conversations

32 structured conversations were held in the Autumn Term, 12 are PP children.

Structured Conversations is an approach the school have adopted as part of the Achievement for All programme to further engage our parents in their child's learning and develop effective relationships between parents and teachers based on a culture of mutual listening rather than telling.

It allows parents to share their knowledge of and aspirations for their child and teachers to provide parents with clear information about their child's current progress and wider achievements in school.

Structured conversations build the confidence of children and encourage deeper engagement from parents. Teachers gain rich information about pupils and their home lives which directly informs improved provision.

Early indications are that this is having a positive impact on the specific areas identified (see quotes below) e.g. attendance, parental engagement, attitude to learning etc. This will now be monitored through the Spring and Summer Term, using available information to measure progress against agreed targets.

"I feel listened to and really valued in the structured conversations." Year 5 Parent

"My son is now more confident, he interacts better, he is learning more and he feels better about himself. He used to really struggle and was clingy to me." Year 1 Parent

"I talked about things I like and don't like and how to slow down when I am writing." Year 3 pupil

"I now know what I have to work on and how to improve on it." Year 6 pupil

"I liked it when my mum came and my teacher told her about my work". Year 2 pupil

"We talked about me learning the five times table, I am going to learn it by counting in 5s." Year 3 pupil

"Behaviour of one child is already improving." Year 5 teacher

"Great conversation with impact on child's punctuality and achievement already." Year 2 teacher

"Positive meeting and I understand more about home life." Year 3 teacher

Improve communication and language skills for pupils eligible for PP within the EYFS and KS1

1. Staff training on consistent modelling of accurate use of language

The Speech and Language Therapist attended staff meetings which this term focused on supporting 'working towards' children, providing suggestions and advice to staff about specific children, plus general strategies to support language development in the classroom such as 'Blank Levels of Questioning'. One new referral was generated from these meetings, as a result a child in KS2 was found to have a

previously unidentified Speech Language Communication Need (SLCN).

2. SALT

During the Autumn Term:

- 23 children have been receiving Speech and Language intervention, of which 6 are PP children
- 3 children have attended 1:1 sessions with the Speech and Language Therapist
- 14 children have attended group sessions twice weekly, delivered once by the Speech and Language Therapist and once by a member of Support Staff
- 6 children have attended group sessions delivered by a member of Support Staff with oversight by the Speech and Language Therapist.
- Total number of speech and language sessions delivered during the autumn term was 251.

Child MI, Yr3, 1:1 sessions

"I like it."

"We practiced 'yesterday, today and tomorrow'. We practiced connections." (*Connections between categories and between words, which supports semantic knowledge.*)

"I think it helps in my class. I think it helps give me some clues."

Class teacher commented that:

"MK is doing well; she has started talking much more and said a whole sentence the other day."

Child AR, Yr6, group, Language Enrichment Programme

"Sometimes happy, sometimes sad because I miss fun lessons."

"Speech and language and how to speak properly."

"Yes, because I speak like, 'M, m, m, er, er, er,' and it helps me speak properly. I'm more confident." (*AR has a stammer; although language is targeted in the group he feels that being more confident with language helps his speech.*)

3. SALT training

The Speech and Language Therapist delivered a 30 minute training session to a selection of teachers regarding basic level Colourful Semantics (4 part sentences: subject, verb, object, location / who, what doing, what, where / The girl, is kicking, a football, in the playground). Colourful Semantics colour codes the different themes in a sentence to support an understanding of different word types, e.g. nouns, verbs, etc, and how to structure the word order in a sentence. Staff who attended reported increased confidence in using Colourful Semantics at a basic level in the classroom. The Speech and Language Therapist is to attend LCIS' Advanced Colourful Semantics training in January 2018, focused on supporting the creation of more complex sentence structures and differentiation in the classroom for higher ability pupils.

i. Quality of teaching for all (Staff and CPD) – Impact: Spring Term

1. Targeting of pupils working below age-expected

The table below shows the impact so far:

Teacher Assessment Spring 2018	Progress	Y1	Y2	Y3	Y4	Y5	Y6
Reading	PP	0.3	0.9	1.1	2.0	-	1.6
	Non PP	0.3	1.0	1.2	1.4	1.6	2.0
Writing	PP	0.5	1.0	1.0	1.1	-	1.3
	Non PP	0.3	1.0	1.0	1.0	0.6	2.3
Maths	PP	0.5	1.0	1.0	1.4	1.0	1.0
	Non PP	0.4	1.1	1.0	1.2	1.0	1.2
Average of all subjects	PP	0.4	1.0	1.0	1.5	1.0	1.3
	Non PP	0.3	1.0	1.1	1.2	1.1	1.8

2. Explicit teaching of reading skills:

Reading skills are taught explicitly in classroom using the following model:

Day 1- Teacher to model reading explicitly. A shared text given to the whole class.

Day 2-10 – As part of the rotation, reading skills are explored, used and developed further. The rotation includes a pre-reading group, a guided reading group and a follow up group. Texts are carefully chosen for the children's ability.

Impact:

- Teachers have gained confidence with teaching reading skills from the guidance and support given e.g. PPA support/CPD – outcome found from the Reading Evidence Trail
- Children making progress in reading in all year groups – See below
- Pupil Premium children making steady progress in reading – See below
- Consistent approach to teaching happening across the school – Learning walks

Evidence of reading in books - Book Looks

Progress data for reading Spring Term:

Teacher Assessment Spring 2018	Progress	Y1	Y2	Y3	Y4	Y5	Y6

Reading	PP	0.3	0.9	1.1	2.0	-	1.6
	Non PP	0.3	1.0	1.2	1.4	1.6	2.0

Phonics

Year 2 Resit

Only 1 PP pupil to be retested for Phonics Screen check and getting daily 1:1 support in the afternoon. Scored 20 in mock screen –March 18 – eight below the target of 28 for children on track to pass.

Year 1

17 PP pupils in Y1. 15 are on track to pass the phonics screen check, 2 pupils are not on track. They are having regular phonics sessions and 1:1 support in the afternoon.

3. Additional four teachers across the school for support

Children in Y6 set four ways with additional teachers to support those children on cusp of expected in particular. Initial data indicates the majority of children are on track to meet challenging targets set.

Based on the mock SATs tests carried out in March 2018.

Currently:

- EXS: 69% overall vs 71% PP
- GDS: 17% overall vs 18% PP

Best estimate:

- EXS: 90% overall vs 86% PP
- GDS: 27% overall vs 21% PP

N.B. The reason for the discrepancy in EXS from current to best estimate is the high number of disapplications almost all of whom are non-PP.

4. Quality First Teaching

- All staff have a personalised CPD plan, which targets the areas they have identified in need of improvement. As a result of this and the wide-range of support provided to staff, quality of teaching judgements show that 100% of teaching over time is good or better (Spring Term).

5. Rise and Shine Programme

Rise and Shine EAL phonics programme 2017-2018

This programme has been devised to support MPA children who have come from abroad with little or no English in key stage 2. During the first two weeks we carry out an initial EAL assessment and phonics assessment to see what their needs are. If they are not able to communicate or access texts they are put into the rise and Shine programme.

Rise (Key stage 1 and 2) This programme focuses on teaching phonetic sounds, word time and ditties.

Phonics is taught alongside key vocabulary and visuals for the child. They are also taught basic communication such as, greetings, feelings, days of the week, colours and objects. Progress will be checked monthly by phonics lead.

Shine (Key stage 2) This programme will focus on blending sounds then move on to comprehension skills.

Children will be learning verbs, adjectives adverbs. Working on sentence structure, verb subject agreement and asking and answering questions on a text.

Every half term we reassess children in the group using the phonics assessment (Rise) or PiRa assessment (Shine) to see whether they should be moved up a group or to be put back in class if they are able to access texts.

6. Structured Conversations

32 structured conversations were held in the Autumn Term, 12 are PP children. Structured conversations continue to go well and are now being facilitated with an additional target group. Parent feedback from parents evening is overwhelmingly positive! Parents are commenting on how well the teachers talk about the pupils, how well they know them and the great progress that they are making.

7. SALT

School based Speech and Language Therapist supported 33 pupils across the school from EYFS to year 6, 11 are PP children. Overall percentages for NHS set targets achieved are: 17 children working towards 89 prescribed aims overall, Met - 60% (53 aims), Partly met - 31% (28 aims) and Not yet met - 9% (8 aims). 2 children following Social Skills programmes are receiving two separate interventions, and so are counted in the figures for the 17 working towards NHS targets, 6 KS2 children are following a Social Skills programme, 3 Reception children are following an Attention Autism programme, 3 Nursery children are receiving intervention to build attention, 3 Nursery children are receiving intervention to develop phonological awareness skills to support speech production. 1 child attended an NHS group that was not prescribed for her as a trial, and it was found to be an inappropriate intervention therefore she was removed from the group after 6 weeks.

i. Quality of teaching for all (Staff and CPD) – Impact: Summer Term

1. Targeting of pupils working below age-expected

The table below shows the impact:

Teacher Assessment Summer 2018	Progress	Y1	Y2	Y3	Y4	Y5	Y6
Reading	PP	0.7	1.0	1.0	1.0	1.0	1.0

	Non PP	0.7	1.0	1.1	1.0	1.0	1.0
Writing	PP	0.7	1.0	1.0	1.1	1.0	1.0
	Non PP	0.6	1.0	1.0	1.1	1.0	1.1
Maths	PP	0.7	1.0	1.1	1.1	1.0	1.2
	Non PP	0.6	1.1	1.1	1.1	1.0	1.2
Average of all subjects	PP	0.7	1.0	1.0	1.1	1.0	1.1
	Non PP	0.6	1.0	1.1	1.1	1.0	1.1

2. Reading skills are taught explicitly in classroom using the following model:

Day 1- Teacher to model reading explicitly.

Day 2-10 – As part of the rotation, reading skills are explored, used and developed further.

Impact:

Teachers have gained confidence with teaching reading skills from the guidance and support given e.g. Training, PPA support/CPD outcome found from the Reading Evidence Trail and Learning Walks as well as Staff voice

Children making progress in reading in all year groups - data

Pupil Premium children making steady progress in reading - no obvious gaps - data

Consistent approach to teaching happening across the school – Learning walks

Evidence of reading in English books - Book Looks

Cross-curricular links made to reading - Book Looks

Progress data for reading Summer Term:

Teacher Assessment Summer 2018	Progress	Y1	Y2	Y3	Y4	Y5	Y6
--------------------------------	----------	----	----	----	----	----	----

Reading	PP	0.7	1.0	1.0	1.0	1.0	1.0
	Non PP	0.7	1.0	1.1	1.0	1.0	1.0

Phonics

Year 2 Resit

Only 1 PP pupil retested and managed to achieve 23 score, support plan in place for them in year 3 to help them become a fluent reader.

Year 1

17 PP pupils in Y1. 16 passed the phonics screen check, 1 pupil did not achieve the pass mark. There is a support plan in place in year 2 to enable them to succeed.

3. Additional four teachers across the school for support

Children in Y6 set four ways with additional teachers to support those children on cusp of expected in particular. Initial data indicates the majority of children are on track to meet challenging targets set.

Based on SATs results July 2018.

EXS: 70% overall vs 66% PP (National 75% of all children)

GDS: 8% overall vs 13% PP

4. Quality First Teaching

All staff have a personalised CPD plan, which targets the areas they have identified in need of improvement. As a result of this and the wide-range of support provided to staff, quality of teaching judgements shows that 100% of teaching over time is good or better (Summer Term).

5. Rise and Shine Programme

This programme has been devised to support MPA children who have come from abroad with little or no English in key stage 2. During the first two weeks we carry out an initial EAL assessment and phonics assessment to see what their needs are. If they are not able to communicate or access texts they are put into the rise and Shine programme.

Rise (Key stage 1 and 2) This programme focuses on teaching phonetic sounds, word time and ditties.

Phonics is taught alongside key vocabulary and visuals for the child. They are also taught basic communication such as, greetings, feelings, days of the week, colours and objects. Progress will be checked monthly by phonics lead.

Shine (Key stage 2) This programme will focus on blending sounds then move on to comprehension skills.

Children will be learning verbs, adjectives adverbs. Working on sentence structure, verb subject agreement and asking and answering questions on a text.

Every half term we reassess children in the group using the phonics assessment (Rise) or PiRa assessment (Shine) to see whether they should be moved up a group or to be put back in class if they are able to access texts.

Parent Gym

36 parents have completed the Parent Gym course this year, of which 13 are PP. 5 parents were referrals for CP and 8 parents had children from VCM. One parent who was a CP referral had suffered from DV, she was very subdued at the start and reluctant to contribute. After 4 weeks she was more vocal and was asking questions to other parents. By the end of 6 weeks she was initiating conversations and was asking to be included in other parent courses. She is now trying to keep fit and has realised that her well-being is important. Next steps will be holding a course for GRT parents in Autumn 1/2 using Carmen to interpret, this will help me target hard to reach parents who will be able to access other services at school too.

ESOL classes

We have had over 25 parents attend this course, 6 are PP. Although this course was popular a lot of parents who have real language difficulties are not attending (GRT parents) Hopefully the targeted parent Gym course will allow me to get to know GRT community and help them access ESOL classes.

Next steps would be to start an ESOL class after I have engaged more hard to reach parents through parent gym, phonics workshops etc.

Healthy living family workshops

Each year group has had a healthy living afternoon apart from year 6. Parent attendance has been good and feedback was positive with parents taking away ideas for healthy diet, growing their own plants and exercise. Attendance was higher in EYFS, KS1 and year 3. There were less parents and families in Year 4, 5 and 6. Many families benefited from these afternoons. One parent told us how her son wanted to stop taking crisps at lunch time as its not healthy. Other parents loved the sporting activities and practised some skills at home with their children.

Next steps would be to work with food tech lead, eco lead and sports lead to ensure our events and initiatives are linked together.

With the food lead we have started thinking of targeting breakfast choices during the first term so as to help different key stages understand the importance of a healthy breakfast. We are doing this through open breakfasts linked to walk to school (Eco) and then breakfast workshop for parents.

6. Structured Conversations

36 structured conversations were held in the Summer Term, 12 are PP children. Parent feedback from parents evening is overwhelmingly positive. Parents are commenting on how well the teachers talk about the pupils, how well they know them and the great progress that they are making. Parents felt that targets set were set in partnership and that the targets/ support made a positive impact on their children.

They felt that teachers were good, understanding, supportive, helpful and helped children see things differently.

One parent said they seen a huge change in attitude to homework-they now break it down into manageable chunks, child can

attempt on his own, but will also ask for help. They also felt that they were not dictated to in structured conversations, but they were open, transparent conversations where they could safely share their concerns.

7. SaLT Assessment

During this academic year, 27 pupils were screened and then assessed if clinically necessary, 8 are PP pupils. 4 pupils were found to be already accessing external services (such as NHS Speech and Language or LCIS) subsequent to the initial screening. 15 pupils were referred to NHS Speech and Language services as a result of needs identified through assessment. A 'watch and wait' approach was deemed to be most appropriate for 8 pupils (all Nursery) whereby their speech, language and communication development did not warrant external referral but will be monitored over a period of time and further action then taken if appropriate.

Intervention

32 individual children have received interventions delivered by the Speech and Language Therapist (SaLT) or by a member of Support Staff under the supervision of the SaLT) during the academic year, 5 are PP pupils. Some of these children have accessed multiple interventions during the school year, e.g. a Specific (individual) Programme followed by a Language Enrichment Group (LEG), or accessing a LEG and a Social Skills group at the same time.

The following interventions have been provided during Summer Term 2018:

- 1:1 attention development sessions for Nursery (once weekly, 3 pupils)
- Phonological awareness development group for Nursery (once weekly, 3 pupils)
- Attention Autism group (twice weekly, 3 pupils)
- Social Skills group for girls (once weekly, 2 pupils)
- Social Skills group for boys (once weekly, 4 pupils)
- LEG Level 2 (twice weekly, 4 pupils)
- LEG Level 3 (twice weekly, 4 pupils)
- LEG Level 5 (once weekly, 2 pupils)
- 1:1 input for an individual programme (once weekly, 4 pupils)

Training

Led by the NHS Speech and Language School Therapist, two training sessions were delivered to all teachers in staff meetings during the Summer Term; the topics were 'Colourful Semantics' and 'Language and Communication Difficulties: Visual Support'.



ii Targeted Support					
1. Headstart support and interventions for year 5 and 6 pupils to further develop resilience in pupils.	Use of proven resilience strategies targeted at specific pupils.	Headstart programmes and activities, Headstart Champions, Bounce Back, Peer parenting course link to parent Gym.	Nov 2017 to start	DHT	Termly
	Range of early intervention programmes- BounceBack, creative and sport activities, peer parenting courses (for parents of targeted group)	Feedback from children, parents and observation of children. Data analysis			
2. Improve and monitor attendance and punctuality of PP pupils	Monitor attendance of specific groups Weekly meeting with AMO and AO Targeting specific children and families (PA). First day absence phone calls to parents Home visits Parent surgeries and workshops Fines	Weekly attendance data analysis to HT VCMs Parent evenings	Ongoing	DHT	Weekly
	Awards - Attendance assemblies to reward good attendance - Medals given	Weekly attendance data analysis Targeting groups with AMO Weekly meeting with phase leaders	Ongoing	DHT	Half termly
	To continue working with parents to improve attendance and punctuality of specific key groups and sub-groups through targeted interventions by the AMO and Attendance Officer. - Attendance leaflet for parents - home visits, parent surgeries - Lates (AM/PM), Referrals made to AMO.	Weekly attendance data analysis VCMs Parent evenings Reduction of PA of PP pupils	Ongoing	DHT	Weekly

3. Achievement for All	<p>Implement 'The Achievement for All' programme, a whole-school approach to school improvement.</p> <p>Coaching - to support closing the attainment gap and also enhance pupil engagement and the development of behaviours that support learning, good attendance, well-being and self-efficacy.</p>	<p>Monitoring of coaching sessions Staff feedback</p>	Ongoing	DHT	Termly
4. Teachers to have a greater understanding of their pupils and parents as a result of structured conversations.	<p>Hold Structured Conversations that help teachers re-visit how they communicate and connect with parents and carers of vulnerable, disadvantaged and underachieving pupils.</p>	<p>Termly 1 hour meeting with parents and children - setting SMART targets</p>	Ongoing	DHT	Termly
5. To meet the needs of pupils with social and emotional needs across the school using a range of services from intensive intervention with pupils and families to opportunities for reflection and personal development.	<ul style="list-style-type: none"> • Counselling for vulnerable children • Art Therapy • Place2Talk • Nurture groups • Speech Bubbles • SALT • Counselling sessions for parents of vulnerable families. 	<p>Pupil feedback Parental questionnaires and interviews Learning walks Data analysis Regular monitoring of provisions Monitoring of behaviour on safeguard</p>	Ongoing	DHT	Termly
	<ul style="list-style-type: none"> • Parent Gym • ESOL classes • Healthy living family workshops • Mindfulness workshops for parents 	<p>Parental feedback Parental attendance Class teacher feedback on child's behaviour Pupil feedback Parental recommendations Evidence in packed lunches Parents communicating to staff members in English</p>	Ongoing	EAL Lead	Spring Term

6. To raise pupils aspirations through exposure to a wide range of additional learning experiences	Residential visits, educational visits, sports competitions, enterprise workshops, in house leadership training for pupils, school council, phase assemblies led by children, house and vice captains. - Fairplay House - Various educational visits	Pupil feedback Clubs attendance	Jan 2018	KS2 AHT Lead	Spring Term
--	--	------------------------------------	----------	--------------	-------------

Total budgeted cost £82,907

ii. Targeted Support – Impact: Autumn Term

1. HeadStart

Starting in Spring 2018 due to the timescales of HeadStart and the current demands on the service.

- Bounce Back programme is starting in January 2018 with 15 children from year 5 once a week in the afternoon for 6 weeks.
- HeadStart Champions a 4 weeks programme started in December 2017 with 11 children, 4 are PP children.

2. Attendance

38 meetings were held by Attendance Management Officer (AMO) and Attendance Officer (AO) during Autumn Term. Of the 38 parents who were met with, 36 children have improved attendance. 12 out of the 38 were PP pupils – 100% of these improved attendance following the meetings.

Autumn Term 2017 attendance

	2016-17	2017-18
Overall attendance	94.4	95.7
Pakistani	93.5	96.1
EYFS	85.7	92.5
PA	21.9	15
WEE	91.7	94
PP	93.7	96

Overall PP pupils attendance is 96.1% compared to non-PP pupils at 95.6%.

3. Achievement for All

The development of coaching (GROW model) was adopted in the Autumn Term with teaching staff. Actions so far include:

- Half termly meetings with coach to improve area of teaching and review impact.
- Coaching style used when giving feedback following learning walks
- Coaching timetabled for the year
- Strong coaching partnerships created

Whilst this is still in its early stages, it was commented on by numerous people following the January INSET how staff appeared far more reflective and better equipped to identify their areas of need and development.

4. Teachers to have a greater understanding of their pupils and parents as a result of structured conversations

See analysis above – Targeting of pupils working below age expected, point 6.

5. To meet the needs of pupils with social and emotional needs across the school using a range of services from intensive intervention with pupils and families to opportunities for reflection and personal development

Place2Be and Place2Talk

This term, 45 out of the 155 children seen in Place2Talk at least once and sometimes several times, were PP.

Boys and upper KS2 pupils continued to be prioritised at Place2Talk. As a result 50% of children attending Place2Talk were boys (up 10% from last academic year) and twenty three children from Years 5 and 6 have attended thirty sessions. Half way through the term, the SPM delivered a presentation on Place2Talk at a KS1 assembly using puppets assisted by children from Year 2. As a result, the number of self-referrals from Year 1 has increased.

"I like Place2Be because it makes me feel happy when I feel sad." Y6 girl in Place2Be.

Pupil	PP	Year	Autumn 2016				Autumn Term 2017			
			R	W	M	Attendance %	R	W	M	Attendance %
JG	Y	1	14	15	15	87.9	1.2	1.2	1.2	90.1
AM	Y	2	1.2	1.1	1.1	92.2	2.1	2.2	2.1	95.1
LS		2	1.2	1.2	1.2	97.7	2.2	2.2	2.2	98.6
AM		2	1.2	1.2	1.2	96.1	2.2	2.2	2.2	100
FS	Y	3	2.4	2.3	2.2	88.4	3.2	3.2	3.3	90.1
SF		3	2.3	2.3	2.3	94.5	3.3	3.1	3.2	97.2
AB	Y	3	2.2	2.2	2.2	92.5	3.1	3.2	3.2	99.3
AN	Y	3	2.3	2.3	2.3	94.8	3.2	3.3	3.2	97.2
PR		4	3.5	3.5	3.7	96.2	4.3	4.5	4.5	98.6
AA		4	3.1	2.4	2.2	98.7	4.2	4.1	4.2	100
BA		6	5.5	5.6	5.2	82.8	6.5	6.5	6.4	95.8

Art Therapy

This Autumn Term 24 children from Year 3 and 4 have attended the art nurture groups, 7 pupils are Pupil Premium. During these three week projects the children worked on team skills such as sharing, kindness towards others and leadership as well as confidence building. Since September this year we have added teacher's feedback to the project outcomes reports which has been hugely useful and successful in recognising how their teachers feel the children have progressed back in the class room and to help continue this work.

This term the main focus for the projects has been working on positive behaviour and confidence building. Out of the 24 pupils, 15 had low confidence and we have seen brilliant outcomes and progression back in class.

The groups give the children the opportunity to think about their strengths and weaknesses and what they may choose to work on improving during the three week project. Many who attend the projects share that they would like to work on their confidence as one of their goals. This may be simply putting their hand up when they need help or speaking in front of others.

One of the teacher's feedback was, 'I have noticed confidence is growing, he is eager to learn and puts his hand up more often in class.' Another was, 'She has always been timid and never comes up to me. She is speaking more on a one to one with teachers and showing her work. Her social skills have improved and she is more interactive with other children.'

Some children who experienced behaviour difficulties expressed how much they love to work in the small groups because there is, 'less distraction and we can focus more.' Particularly the Yr3 boys this term shared in the group that they are finding it hard not to get involved in behaviour in class and felt the small group was allowing them to work on improving this. After addressing this as a group discussion alongside the art the boys were able to talk about how to work on positive team skills. Teacher's feedback for one of the children was, 'He is showing more care over his writing and presentation. He is calmer and behaviour has improved and I'm giving him fewer warnings.' Another teacher noted, 'He really enjoyed the art and is now working on his anger management.'

Parent Gym

In the Autumn Term there were two Parent Gym courses. 18 parents have attended and completed the course. 3 out of the 18 are PP. Parent Gym is a six week course; each class is for two hours. Each week a range of strategies is delivered that parents go home to practise with their child/children. Each week is based on a topic, eg, Chat, Love, Care and the parents take home a magazine on each area.

Parents attend this course through recommendation from parents who have tried the course and through being identified in VCM.

There have been many success stories on this course where the simplest change has helped a parent.

In the current Parent Gym course, parent A, who was advised to attend through social services, has made improvements in week three. Her daughter was getting her own way and not listening to mum, mum was struggling with her. As a result of her hard work the child has moved from CP to CIN.

ESOL course

One ESOL course was held in the Autumn Term with a total of 19 parents in attendance. 3 out of the 19 are PP.

ESOL classes started this term. Parents new to the country are forming friendships here and learning how the education system runs in the UK. Parents from different backgrounds (Italian, Bangladeshi, Polish, Romanian, Indian etc) interact and learn about each other's cultures. It has also helped improve their confidence.

Parent A, who is attending parent Gym, also attends ESOL classes. She has never spoken before in class and struggles to communicate in English. In week seven for the first time she engaged with another Parent from Italy and spoke in English, the class cheered her as she is very shy. This type of support is crucial in helping her overcome her difficulties.

Healthy Living

Healthy Living Afternoon is an opportunity for families to learn how to look after themselves through diet and lifestyle changes. Three workshops were offered; healthy eating, sustainability and exercise. Our first Healthy Living Afternoon was a huge success. 35 parents attended and many parents gave very positive feedback regarding the sessions. One parent said the next day her son wouldn't take crisps as its not healthy and refused to take it to school. Many parents said that they want to live healthier but are not sure how to, so the workshops helped them.

ii. Targeted Support – Impact: Spring Term

1. HeadStart

HeadStart worked with 11 year 5 and 6 pupils from December 2017 to February 2018 for 6 weeks (HeadStart Champions). During the sessions pupils were involved in different activities to further help develop their resilience, well-being, problem solving and communication skills creating stronger peer relationships. HeadStart Champions also play an important role in helping the school create and implement our resilience and wellbeing strategies. They were involved in many other activities from shaping and designing HeadStart programmes to promotion and evaluating HeadStart activities to planning and delivering their own projects. Pupil audit was also conducted with them. As a result, school champion (Deputy Headteacher) is working closely with HeadStart Champions on the audit below to further develop a whole school programme on pupil resilience and wellbeing.

HeadStart Champion Pupil Audit

Statement	Red	Amber	Green
I feel safe	2	6	3
I don't feel judged	3	2	5
I have an adult who I trust and I can rely on	2	1	7

People tell me when I have done well	2	3	5
I have a place where I feel that I belong	5	3	2
I have a laugh	2	2	7
I have access to leisure activities that I enjoy	2	1	8
If I am upset or angry I can calm myself down	5	2	3
I know what the rules are in different settings and I can stick to them	1	5	4
I can imagine good things happening in the future	2	3	5

The audit is a discussion lead based sessions where Champions had dialogue with each other in a group setting lead by a HeadStart practitioner facilitating the sessions. The Champions then chose three priorities: Feeling safe, People telling you have done well and Being able to calm yourself when upset or angry to further focus on as a whole school programme on pupil resilience and wellbeing.

2. Attendance

9 meetings were held by Attendance Management Officer (AMO) and Attendance Officer (AO) during Spring Term regarding referrals made for persistent school absence, failure to provide medical evidence and non-engagement with school.

Of the 9 parents who were met with 5 children have improved attendance. 2 out of the 9 were PP pupils – 100% of these improved attendance following the meetings.

Spring Term 2018 attendance

	2016-17	2017-18
Overall attendance	93.9	96 (95.1% inc. Nursery)
Pakistani	93.6	95.7
EYFS	90.4	93.5
PA	22.4	14.1
WEE	92.2	93.7
PP	93.5	95.8

Overall PP pupils attendance is 95.8% compared to non-PP pupils at 95%.

3. Achievement for All

School Champion (Deputy headteacher) facilitated coaching training for staff using bubble resources at start of Autumn term. Since then coaching partners have been established and four coaching sessions have been facilitated. As a result, relationships have been developed and improved between staff, coaching is forming everyday conversations, staff are more solution focused and less reliant on SLT, staff use the language around coaching and mentoring and coaching/ solution circles is being used in meetings, monitoring and CPD.

4. Teachers to have a greater understanding of their pupils and parents as a result of structured conversations

Structured conversations continue to go well. Teachers feedback is that the structure of the conversations is very useful when talking to parents and pupils and using it to set SMART targets.

- “Structured Conversations allows you to act very quickly and effectively on any concerns based on the face to face nature”. Year 3 teacher.
- “You get to form good relationships and partnership with parents”. Year 5 teacher
- “The structure allows you to talk more to parents about their child and set achievable targets”. Year 1 teacher

5. To meet the needs of pupils with social and emotional needs across the school using a range of services from intensive intervention with pupils and families to opportunities for reflection and personal development **Counselling sessions for parents**

The one-to-one counselling has continued in Kensington Primary. This term there have been two new referrals to the service; one parent was assessed and decided counselling was not suitable for him at the moment whilst the other decided she did not have the time to commit to the weekly sessions. One parent has continued since the summer term and she has expressed a satisfaction and feeling held by the work. She has been using the space and has felt listened to respectfully. She has felt validated by someone else listening to her story and recognising and naming her everyday life difficulties as well as her strength in coping.

This term, we have had a full team of four volunteer counsellors (VCs) seeing twelve children in Place2Be. Three children are ending this term after a year - they have made huge progress in terms of increasing in confidence, assertiveness, and enjoying healthier peer friendships. One child is ending after two terms as she is flourishing in her work, friendships and emotional well-being. The School Project Manager (SPM) has received several referrals for next term. It is hoped that four new children will begin counselling next term, and we will welcome a new VC. Before half term, we celebrated Children's Mental Health Week. The SPM, together with Headstart, delivered an assembly on 'Being Ourselves', and how we can recognise our strengths and celebrate what makes us unique. The SPM also gave some resources to class teachers to go into further depth on this topic in their classes. Following on from last term's aim to continue to develop relationships with parents, the SPM, hosted a coffee morning and workshop on Keeping Children Safe delivered by Sharon Cole, Head of Safeguarding at Place2Be. Twenty five parents attended, and the feedback was very positive. One parent said 'A lot of questions in my mind got cleared. I would definitely recommend this workshop to other parents'. As a result of the success of this workshop, the SPM hosted and delivered another workshop on 'Helping Children through Difficult Situations'. Twenty one parents attended, and again the feedback was positive. One parent said 'It was very interactive. Came to know other parents' experiences in the same situation as I am'. Place2Talk - due to high demand, the SPM has continued to allocate spaces to both KS1, and KS2 children, as well as boys and girls, and has seen an increase in requests from Year 4 boys. To help make P2Talk more accessible, the SPM has also installed a third P2Be postbox in the playground.

Pupil	Spring Term 2017						Spring Term 2018			
	PP	Year	R	W	M	Attendance %	R	W	M	Attendance %
JG	Y	1	18	18	18	92.11	1.4	1.3	1.4	89.1
AM	Y	2	1.3	1.2	1.1	89.47	2.2	2.2	2.2	96
LS		2	1.5	1.4	1.4	98.25	2.5	2.5	2.5	94.4
AM		2	1.4	1.3	1.3	94.74	2.5	2.5	2.5	99.2
FS	Y	3	2.6	2.4	2.5	95.61	3.4	3.3	3.3	93.5
SF		3	2.5	2.5	2.4	88.6	3.4	3.3	3.3	96.4
AB	Y	3	2.2	2.2	2.3	84.21	3.3	3.3	3.3	95.6
AN	Y	3	2.5	2.6	2.5	92.98	3.5	3.4	3.4	93.1
PR		4	3.7	3.7	3.8	100	4.7	4.2	4.3	96
AA		4	3.4	2.5	3.3	98.25	4.4	4.2	4.3	97.6
BA		6	5.6	5.7	5.3	69.3	6.7	6.7	6.4	90.3

Art Therapy

In the Spring Term 24 children from year 5 have taken part in the Art Nurture Group of which 8 are PP children. They have been working on skills such as listening, confidence and behaviour.

During the term the children have worked well in their teams and been able to reflect on their progression throughout. Half of the children have been working on their confidence and the other 12 have been working on skills around behaviour, listening and focus.

This term confidence has been one of the biggest goals for the children and speaking in front of others. AB shared, 'I got more confident because when we did role play in class I was much better. Now I will be able to stand in front of the whole class and I will be able to make new

friends.’ AM shared ‘I am not shy now because I can stand up for people and I did an assembly.’

MR was another pupil who showed excellent progress after experiencing difficulties with her behaviour in class. MR shared, ‘I think I have got better at my behaviour because I don’t get in trouble a lot now and I’m playing with the right friends. I also think before I do stuff so I know I am not doing wrong things to get in trouble. I’m going to take more responsibility and do better behaviour in class.’ Her teacher’s feedback was, She wants to be a sports leader and she is being more honest and is turning things around for the better.’

The end reflection discussions have been so fundamental to the children’s understanding of their progression and to expand on the impact this term we started joining the two groups together at the end of each project. This has been very successful where the children are able to share the closure of the project with the other group as well as share their experience, thoughts and progression. It also gives the lower confidence children a chance to speak out in a larger group some of whom have shared how much they enjoyed this. In the discussion we remind ourselves of the goals worked on throughout and which new skills the children want take back to class.

Parent GYM

In the Spring Term there was one Parent Gym course. 8 parents have attended, 3 of whom children are PP children and 6 completed the course. 2 out of the 8 were CP referrals.

Parent Gym is a six week course; each class is for two hours. Each week a range of strategies is delivered that parents go home to practise with their child/children. Each week is based on a topic, eg, Chat, Love, Care and the parents take home a magazine on each area.

Parents attend this course through recommendation from parents who have tried the course and through being identified in VCM.

There have been many success stories on this course where the simplest change has helped a parent.

In the current Parent Gym course two parents were very isolated and had no friends or support. Through this course they have made some good friends and are increasing in their confidence in managing their children.

ESOL course

One ESOL course was held in the Summer Term with a total of 12 parents in attendance. 3 out of the 12 are PP.

ESOL classes started this term. Parents new to the country are forming friendships here and learning how the education system runs in the UK. Parents from different backgrounds (Italian, Bangladeshi, Polish, Romanian, Indian etc) interact and learn about each other’s cultures. It has also helped improve their confidence.

Healthy Living

Healthy Living Afternoon is an opportunity for families to learn how to look after themselves through diet and lifestyle changes. Three workshops were offered; healthy eating, sustainability and exercise. We have run Healthy living workshops from Reception up to year 4 so far. We have up to 25 or 30 parents attending some of these workshops. Many of the parents have told us that this was a great opportunity for them to learn how to help their children eat healthier and make better choices.

ii. Targeted Support – Impact: Summer Term

1. HeadStart

School continued to work with HeadStart Champions after the initiate programme finished in an after school activity setting. Pupils found this very useful in terms of further developing their communication skills, stronger peer relationships and problem solving. As a result pupils are able to communicate better with their peers and build positive relationships both in and out of the classrooms.

2. Attendance

Overall Attendance 2017-2018

Year to Date Attendance Comparison 13/07/18

	2016-2017	2017-2018	Diff
	%	%	%
Overall Attendance (Excl. Nursery)	94.3	95.9	1.6
Overall Attendance (inc Nursery)	94.1	95.4	1.3
Pakistani	93.3	95.5	2.2
WEE	92.8	93.7	0.9
PP	93.7	95.3	1.6
EYFS	90.3	93.4	3.1
PA	16.3	12.1	-4.2

Overall PP pupils attendance is 95.3% compared to non-PP pupils at 95.4%.

3. Achievement for All

The School achieved the AFA Quality Mark in July 2018. The Quality Mark Award recognises the remarkable work being done to improve progress in reading, writing and maths for all pupils. Emma Longley (Deputy Regional Lead (EAST) Achievement for All) said, "This is a school where children come first and is a unique and inspiring place to visit. The school has a strong identity, and everyone is incredibly proud to be part of the community. The Kensington values provide aspirational expectations for all children and define the culture in which children learn. There is a strong sense of community with children and staff having clear empathy for one another."

4. Teachers to have a greater understanding of their pupils and parents as a result of structured conversations

Parents are positive about the school and feel well informed about how their children learn at Kensington. They feel that any issues are communicated quickly, and they are encouraged to approach staff with any problems. Parents feel that they can talk to staff openly and honestly about challenges. Structured conversations are planned at a time convenient to the parents. Parents value time to talk to teachers about how they can help their children using personalised targets designed to meet their individual needs. They feel that the school do whatever is needed to help their children make progress, for example developing a child's confidence and communication skills and working together to improve a child's behaviour.

5. To meet the needs of pupils with social and emotional needs across the school using a range of services from intensive intervention with pupils and families to opportunities for reflection and personal development

Place2Talk

The School Project Manager (SPM), in order to make Place2Talk more attractive and accessible to the older children in the school put up a Place2Be box near the Year 6 classrooms. This has increased the number of self-referrals from children in Year 6. The SPM has continued to offer designated slots for boys to keep it accessible for them. As a result, 47% of the children attending Place2Talk this year were boys; this has increased from 40% last year.

One to one counselling

The SPM inducted three Place2Be counsellors this year. A fourth counsellor stayed for a second year. A total of 365 sessions were offered to sixteen children this year; this was an increase of 29% from last year. Out of those children, five were boys, and eleven were girls. Four were in KS1, and eight were in KS2. The SPM assessed eighteen children for counselling this year including conducting eighteen pre, mid and post assessment meetings with parents as well as their teachers. Thirteen children have completed counselling this year. All have improved in some aspect of their concentration, behaviour, peer relations and expression of emotions.

Groups

The SPM ran six group sessions for nine children. The groups consisted of a friendship group for Year 2 children in the Summer term who explored difficulties they encounter in their friendships and self-esteem, and a transition group for Year 6 children also in the Summer term to help them reflect on their years in primary school and their feelings about moving to secondary school. The children reported that the groups had been really helpful for them.

Parent Workshops

The SPM ran three parent workshops on Helping Children with their Emotions, Behaviours and Difficult situations. The Place2Be safeguarding lead ran one workshop on Keeping Children Safe. On average around twenty to twenty five parents attended each workshop from across the year groups. The feedback collated was very positive, and they report a desire for further workshops. One parent said 'It was very helpful to work out the issues that happen in a child's everyday life'.

Additional Activities

In the Autumn term, the SPM together with three members of staff took fifteen children from Year 6 to a Chocolate Trading event at FTI Consulting in central London. Here in teams, they decorated cakes which they then sold around the company; and also took part in a chocolate trading game, which they thoroughly enjoyed.

This year the SPM has completed a Level 6 qualification in Clinical Supervision which adds further expertise to supporting the counsellors to continue to deliver high quality counselling.

Pupil	PP	Year	Summer Term 2017				Summer Term 2018			
			R	W	M	Attendance %	R	W	M	Attendance %
JG	Y	1	19	19	19	80.1	1.5	1.3	1.5	88.7
AM	Y	2	1.4	1.3	1.2	100	2.2	2.2	2.2	93.1
LS		2	1.6	1.6	1.6	96.8	2.6	2.6	2.6	93.1
AM		2	1.6	1.6	1.7	98.4	2.6	2.6	2.7	98.2
FS	Y	3	2.8	2.7	2.6	93.6	3.4	3.3	3.3	89.6
SF		3	2.6	2.6	2.6	100	3.4	3.3	3.3	92.1
AB	Y	3	2.3	2.3	2.4	93	3.5	3.4	3.3	98.2
AN	Y	3	2.6	2.7	2.6	90.4	3.5	3.4	3.4	92.2
PR		4	3.7	3.7	3.8	100	4.7	4.6	4.5	96.5
AA		4	3.5	2.6	3.5	98.4	4.4	4.2	4.3	98.2
BA		6	5.8	5.7	5.5	88.1	6.8	6.7	6.8	98.2

Art Therapy

This year 96 children across all years have been able to attend the Art Nurture Project 24 of whom are on Pupil Premium. The Project has impacted the children hugely with their confidence and ability to talk about feelings in a small, creative, safe and nurturing environment. During the projects the children are encouraged to work on team skills such as sharing, kindness towards others and leadership skills which are contributing towards their confidence. The children also have the opportunity to think and share any difficulties they may be experiencing as well as working on personal goals.

Art Nurture Provides:

A safe creative space for the children to work on skills and confidence and express any difficulties they may be facing at home or at school. Sharing circles are held each session to help encourage social skills, speaking out in front of others and also to understanding their progression.

Personal goals. Children are all asked to write out the targets for themselves to work on throughout the project and then continue back in class with the support of their teachers.

Art Displays-- all artwork is celebrated in a display around the school to give the children a sense of achievement and confidence. Children's certificates are given out in assembly to acknowledge their hard work, progression and achievements.

Changes and Impact:

Sharing Circles. More of a focus on sharing circles. The sharing circles have been fundamental to the impact of the children's progression and therefore have made this more of a focus. Many children express how they love to be part of a small group where they feel less fearful to speak out and can share their thoughts and ideas. Now each session starts and ends with a circle to encourage more communication and sharing. Children's thoughts and feelings often prompt other children to open up about their worries which can then be addressed in the small group.

Goal Cards. When the projects end the children are now given a coloured card with their personal goals written on. During the following week the children are encouraged to continue to work on these goals in class. The teachers are informed and help to remind and support the children. This gives them time to integrate their new skills back in class. A week later both groups join together to share how they have worked on their skills back in class by sharing examples. This has proved to be an important part of the integration work from Art Nurture to the classroom.

Teachers Feedback. Since September this year we have also added teacher's feedback to the project outcome reports which has been hugely useful and successful in recognizing how their teachers see the children's progression back in the class.

Transition Projects Year 6. This summer term we have focused on transition projects from Primary to Secondary. These have been very successful and have especially helped the less confident children. They were able to express their worries about the change and talk about ways to overcome their fears and ways to deal with particular situations that may arise. Some children expressed their worries about the 'older children' and bullying in Secondary. Many children said they felt more confident after the project and expressed this in their evaluations. (See children's quotes below.)

Teachers and Children's Feedback

Some children who experienced behaviour difficulties this year expressed how much they love to work in the small groups because there is, 'less distraction and we can focus more.' Particularly the Yr3 boys shared in the group they are finding it hard not getting involved in behaviour in class and felt the small group was allowing them to work on improving this. After addressing this as a group discussion alongside the art the boys were able to talk about how to work on positive team skills and leadership. They improved behaviour and were given tools to help them back in class. Teacher's feedback for one of the children was, 'He is showing more

care over his writing and presentation. He is calmer and behaviour has improved and I'm giving him less warnings.' Another teacher noted, 'He really enjoyed the art and is now working on his anger management.'

Feedback from Handa's Surprise art project with year 1: 'The children's comments are amazing. I'm so impressed at how they have taken charge over their own goals. It's amazing to see that even at 5/6 years old, they know where they need to improve and can also say when they have. RB in year 6 normally does not speak to other children, however I have been watching his interactions in the classroom and have seen him speaking to the other children which is a massive improvement for him (even if he does stop as soon as he sees me watching!) . SS a year 1 girl has also begun to put her hand up more and share things during carpet sessions – I have actually started seeing her own personality a bit more now as she has become more confident. I feel that all the children have grown up and matured in their own way - even if it is something small such as sharing and being kind to others.' **Y1P**

Teacher

AM in year 4 attended his second project this year. He showed enthusiasm and talent with his art and imagination during the last project and this continued in the second. The first week he was chosen to be project leader and showed more confidence as time went on. He said 'I really liked being project leader because I could help my friends and the teacher. If I am a team leader I have to respect others and help guide them.' His teacher said 'It really helped with confidence around his peers.' 'The transition project made all my fears go away and helped give me more confidence. It really helped me talking about bullying and what to do. Now I feel more sure it will be ok.' **Y6 pupil**

'I am more confident and now I'm speaking more in class and I'm more positive. I loved putting the words on my pot because there was a lot of options. I chose words that inspire me. I know that my dreams can come true, I can be more confident and positive in my own personal way.' **Y6 pupil**

RS expressed that he was worried about meeting new people and making friends at Secondary. At the end of the project he wrote, 'I think I am more friendly to other people because I know how to work with others better than before. I am now looking forward to meeting new people at Secondary.' **Y6 pupil**

Parent Gym

36 parents have completed the Parent Gym course this year, of whom 14 are PP. 5 parents were referrals for CP and 8 parents had children from VCM. One parent who was a CP referral had suffered from DV, she was very subdued at the start and reluctant to contribute. After 4 weeks she was more vocal and was asking questions to other parents. By the end of 6 weeks she was initiating conversations and was asking to be included in other parent courses. She is now trying to keep fit and has realised that her well-being is important. Next steps will be holding a course for GRT parents in Autumn 1/2 using Carmen to interpret; this will help me target hard to reach parents who will be able to access other services at school too.

ESOL classes

We have had over 25 parents attend this course. Although this course was popular a lot of parents who have real language difficulties are not attending (GRT parents) Hopefully the targeted parent Gym course will allow me to get to know GRT community and help them access ESOL classes.

Next steps would be to start an ESOL class after I have engaged more hard to reach parents through parent gym, phonics workshops etc.

Healthy living family workshops

Each year group has had a healthy living afternoon apart from year 6. Parent attendance has been good and feedback was positive with parents taking away ideas for healthy diet, growing their own plants and exercise. Attendance was higher in EYFS, KS1 and year 3. There were less parents and families in Year 4, 5 and 6. Many families benefited from these afternoons. One parent told us how her son wanted to stop taking crisps at lunch time as its not healthy. Other parents loved the sporting activities and practised some skills at home with their children.

Next steps would be to work with food tech lead, eco lead and sports lead to ensure our events and initiatives are linked together. With the food lead we have started thinking of targeting breakfast choices during the first term so as to help different key stages understand the importance of a healthy breakfast. We are doing this through open breakfasts linked to walk to school (Eco) and then breakfast workshop for parents.

iii Other Approaches					
Inclusion in a wider context: ensuring pupils reach school on time, have breakfast, and can attend after school clubs and externally provided activities.	Increase the number of extra-curricular clubs and extra-curricular opportunities for PP children. Sports coach to support PP children - Breakfast club - A range of academic, creative and sporting clubs - Booster classes (year 2 and 6).	Clubs attendance Data analysis Learning walks Pupil feedback Parent feedback	Ongoing	KS1 AHT Lead	Termly
Total budgeted cost					£5,300
iii Other Approaches – Impact: Autumn Term					

Extra –curricular Clubs

59% (329) children took part in at least 1 club in Autumn Term

51% (63) of PP children took part in at least 1 club in Autumn Term

58% (33) of SEN children took part in at least 1 club in Autumn Term

Breakfast Clubs

There are 12 PP pupils attending breakfast club out of a total of 38 pupils.

Pupils are punctual to school and eat a healthy breakfast before school.

iii Other Approaches – Impact: Spring Term**Extra –curricular Clubs**

65.2% of children (366 out of 561) attended at least 1 after school club each week in Spring Term

63.4 % of pupil premium children (78 out of 123) attended at least 1 after school club each week in Spring Term

60.3% (38 out of 63) of SEND pupils attended at least 1 after school club each week in Spring Term with 1:1 support provided for those children who require it.

Breakfast Clubs

There are 12 PP pupils attending breakfast club out of a total of 39 pupils.

Pupils are punctual to school and eat a healthy breakfast before school.

Children show improved behaviour and Improved attendance.

iii Other Approaches – Impact: Summer Term**Extra –curricular Clubs**

From our current information (Summer term) 61.2% of children (338 out of 552) attended at least 1 after school club each week. Of this 57.4 % of pupil premium children (74 out of 129) attended at least 1 after school club each week. 43.1% (25 out of 58) of SEND pupils attended at least 1 after school club each week with 1:1 support provided for those children who require it.

Breakfast Clubs

There are 12 PP pupils (27%) attended breakfast club out of a total of 44 pupils.
Pupils are punctual to school and eat a healthy breakfast before school.
Children show improved behaviour and Improved attendance.

Additional detail

At Kensington Primary school we are dedicated to providing high quality teaching and learning opportunities to meet the needs of all pupils. We have reflected on the needs of our pupil premium pupils and used the research from The Sutton Trust and the impact of different types of interventions to decide how the grant will be spent this year.

Our aims are to:

- Increase pupils self-esteem and confidence
- Support pupils' well-being and mental health
- Close the attainment gap for pupil premium pupils and their peers
- Ensure pupils are given the same access to extended services
- Provide pupils with enriching learning experiences both in and out of school