

Pupil Premium 2016 - 2017

Our Pupil Premium

Number of roll: 274

Number on roll in Foundation 1 (Nursery): 25

Academic Year	Number of eligible pupils for pupil premium	Number eligible for Ever 6 / pupil premium	Amount of pupil premium funding
2015 - 2016	88	92	£132,000
2016 - 2017	71	103	£151,800

Children	Number eligible / % of whole school
Number of children eligible for Early Years Pupil Premium	3 / 11%

Eyres Monsell Primary School received approximately **£151,800**. Pupil Premium funding for the financial year 2016/17. This money is used to provide continuing quality provision for classroom support and intervention to help eligible children. It is also utilised to improve features associated with deprivation and low income such as poor attendance, emotional, social and well-being initiatives and to ensure behaviour improves to a good level.

Our spending plan for the academic year 2016 - 2017 is primarily targeted towards raising attainment and achievement levels of our pupil premium children, ensuring quality first teaching 'in class' and supporting pupils social, emotional, behavioural and academic development, with the aims of transferring these skills learnt outside of the classroom, back in. As such, the aims of the pupil premium funding are to:

1. Raise standards of achievement to narrow attainment and progress standards to inline with national peers through:

- Improving quality first teaching skills.
- Provide a broad, rich curriculum which challenges pupils to achieve with varied additional experiences.
- Support staff training and resources for reading, spelling and grammar and writing, to deliver quality first class learning and teaching.
- Support those requiring additional support, making limited progress through providing targeted intervention strategies.
- Support those who are academically more able to make accelerated progress and reach challenging expectations.
- Raise aspirations and interests within the wider curriculum and life experiences.
- Ensure rich outdoor learning environments which encourage and engage children to engage in reading, writing and mathematics as part of a rich active outdoor programme.
- Careful monitoring of underperforming pupil premium students, in particular boys.

2. Provide enrichment opportunities to develop pupils language, higher order thinking and questioning skills through:

- Using Values Based Education practices, PSHCE to develop emotional language skills and self-awareness.
- Develop higher order thinking, questioning, speaking and listening skills through the curriculum.
- Provide targeted speech and language interventions to ensure our pupils quickly develop basic language skills (Talkboost, KS1 Talk boost, EAL new arrivals induction programme)
- Providing quality learning environments around the school, including outdoor learning opportunities.

3. **Support positive attitudes towards learning, values and behaviour to enable children to productively learn and positively engage in education through:**
 - Providing emotional and mental support to promote good mental health (Relate counselling, positive people programmes, learning mentor support etc)
 - Embedding positive attitudes and values to learning and life (particularly with boys) through a Values Based Education Curriculum.
 - Supporting pupil voice and involvement (P4C)
 - Provide positive male role models.
 - Provide targeted, personalised programmes for those with challenging behaviour to engage in learning and reduce disruption to others.

4. **Raise standards of attendance, (in particular for pupil premium persistent absence pupils) through:**
 - Providing a parent / family support service through the schools Parent Link Worker.
 - The use of early structured conversations to address attendance issues.
 - To promote attendance positively and reward good attendance patterns.

5. **Support the development of pupil premium boys through:**
 - Active planning for curriculum engagement through thematic approaches which appeal to boys.
 - Develop new technologies and their curriculum use - to interest and engage.
 - To provide strong, positive male role models within curriculum and enrichment opportunities.
 - Provide boys with opportunities to contribute positively to the life of the school.

1. Raise standards of achievement to narrow attainment and progress standards to inline with national peers

Area of Focus	Evidence (Sign-posts to our sources of evidence)	Action Plan (Based on our review, key actions identified to improve our provision)	Effective Use of the Funding (Summary of what our funding has been used for, including effective uses identified by Ofsted*)	Funding Breakdown (How much spent on each area)	Impact (The difference it has made / will make)
Leadership (of all levels) has clear understanding of gaps to narrow achievement	School development plan School evaluation Assessments Key data points e.g. EYFS, Y1, Y2, Y6 Book scrutiny Planning AFL Action plans	Review action plans Assess leadership capacity Self Evaluation activities to identify priorities. Regular mentoring of middle leaders to ensure accurate and robust judgements and clear of priorities.	Leaders to access training as appropriate e.g. NPQSL Regular leadership meetings Collaboration with leadership teams from other schools Governors self -improvement training	£2000	Clear strategic plan to narrow gaps Coaching and professional development sessions to improve leadership skills. Strengthened governance to support leadership and hold to account
To improve quality first teaching of reading across KS2.	Assessments Key data points e.g. EYFS, Y1, Y2, Y6 Book scrutiny Planning AFL	Review EYFS and KS1 KTC practices. Share models of good practice from KS1 in to KS2 Review KS2 provision with external consultant to structure a careful development of KTC into KS2. Review reading resources available in KS2	Pay for AS consultant support to embed KTC into KS2 Purchase suitable reading and guided reading books for KS2 Release time for KS2 teachers to observe good practice in KS1 Release for staff to attend training Whole school Reading training Create bank of videos of good guided and shared reading practice using IRIS	£1000 2 day consultant costs £4000 reading resources KS2 guided KTC (or WIT funded) Internal L3/4 TA release £1000 (external supply) training £0 – twilight directed time	Quality of teaching of reading and phonics improves improves by a) reducing poor and / or inconsistent teaching b) embedding consistent and systematic teaching across the school for the teaching of phonics, guided and shared reading. Increase % of pupils making accelerated progress Improve reading attainment in early KS2 and by end of KS2. Raise levels of comprehension and inference as seen through improved attainment
Provide varied experiences to encourage and interest pupils to read a wide variety of texts.	Assessments Key data points e.g. EYFS, Y1, Y2, Y6 Book scrutiny Planning AFL	Review reading materials available in the school Pupil voice to assess pupils views of reading and reading at EMPS.	Ensure continuation of monthly 'free range reading'. All classes to have continue to have engaging reading areas.	£1000 resources (free range reading e.g. magazines / newspapers and additional for reading corners)	Increase positive attitudes to reading (esp' boys) Provide wide variety of reading genres and texts

	Pupil voice	<p>Audit learning environments and access to encouraging reading.</p> <p>Review usage of Scholastic Pro Reader</p>	<p>Develop outdoor reading / library areas, so children have access and desire to read widely throughout the day e.g. playtimes and lunchtimes</p> <p>Embed use of Scholastic Pro reader for free reading, engagement and diagnostic support for pupils reading choices</p> <p>Ensure programme of reading theme weeks, events e.g. Sept – Roald Dahl Day October – National Poetry Day Schools’ film Week Nov – National Non Fiction Day Feb – National Storytelling Week March - World Book Day May – Share a Story month June – Bookstart week</p>	<p>Purchase e – readers / kindles £1500</p> <p>Outdoor reading area / literacy developed on main playground £5000</p> <p>Outdoor seating / reading area on new KS1 playground – £1000</p> <p>Literacy / Reading area in FS base £1000</p> <p>(Scholastic Pro Reader – Wit funded)</p> <p>Library services (WIT funded)</p>	<p>Outdoor areas to encourage free reading (pupil voice)</p> <p>Increase % of pupils making accelerated progress</p> <p>Improve reading attainment</p>
Raise the quality of teaching and learning in Grammar and Spelling (GPS)	<p>Assessments Key data points e.g. EYFS, Y1, Y2, Y6</p> <p>Book scrutiny Planning AFL Planning</p>	<p>Review current practices and curriculum planning in delivery of grammar and spelling.</p> <p>Research effective programmes for delivery e.g. Pearson Bug, Rising Stars Skill Builders</p>	<p>Purchase whole school spelling and grammar teaching scheme for progression.</p> <p>Ensure usage of Rising Stars GPS assessments half termly</p> <p>Additional testing materials</p> <p>Staff training of GPS</p> <p>Lit co/ head attend mastery in GPS</p>	<p>Grammar and Spelling Scheme Costs £1500</p> <p>£500 course costs</p>	<p>Accelerated spelling and grammar progress. Increase in % of children at ARE for spelling and grammar. Ensure spelling and grammar skills are transferred into writing.</p> <p>Improvement in early sentence structure skills within KS1.</p> <p>Quality first Teaching of spelling and grammar improves through use of systematic teaching methods and strategies.</p>
Continue to embed Talk 4 Maths programme and ensure development of ‘mastery’	<p>Assessments Key data points e.g. EYFS, Y1, Y2, Y6</p> <p>Book scrutiny Planning AFL Planning</p>	<p>Review with Maths coordinator T4M to date.</p> <p>Peer project with Knighton Fields PS review</p>	<p>Embed T4M programme next steps focus on Mastery</p> <p>CPD training in mastery</p> <p>Staff training in maths curriculum</p>	<p>Maths co release for partner project with Knighton Fields (HLTA cover)</p> <p>£400 CPD costs (training / courses)</p>	<p>Clear assessment method for mental maths</p> <p>Measurable improvement in mental maths skills</p> <p>Evidence of pupils talking during maths lessons</p> <p>Evidence of improved mastery in maths</p>

			Half termly maths starters to engage talk for maths learning FS2 – Y6	£1300 Magical maths	
Improve staff awareness, confidence and reflection in their teaching skills	Appraisal Lesson observations Professional development Staff feedback	Review use of IRIS Consider appropriate projects to embed IRIS in to	Reinvigorate use of IRIS video to enable staff to develop an understanding of what a good lesson looks like. Shared bank of videos for teacher development and shared good practice e.g. KTC, guided reading, Talk4maths, Talk4writing Develop peer to peer learning and observations to support professional development Use of IRIS video communities to start professional development discussions	£2000 (release, cover costs)	Teachers become more reflective about their own teaching Shared practice a commonality of professional development at EMPS Staff using peer observations and research practices to develop their practice. Open collaborative culture of learning for both children and adults at EMPS Improved teaching and learning outcomes
Additional opportunities to challenge to more able pupils	Assessments AFL Planning Pupil voice Intervention registers G and T policy Lesson observations	Review G and T Policy and register and ensure up to date and reflect current school practice Review current intervention and targeted opportunities for more able pupils Review curriculum and planning (differentiation) to ensure challenge	Introduce use of pupil passports for more able pupils Programme of enrichment for more able e.g. after school clubs, in class challenge Ensure all year groups regularly using 'spicy challenge' principle (SJ) Introduction of school newspaper for more able writers. After school more able clubs More able challenges and opportunities within the curriculum ICT tutor for computing to challenge curriculum ICT club	after school maths club– £800 school newspaper - £250 support towards printing / photocopying costs Staff CPD on differentiation and challenge (internal INSET e.g. SJ higher order, P4C) Use of IRIS to share good practice (<i>included in annual charge as above</i>) Peer observations of good practice (internal release)	% increase in pupils at S or S+ by end of year More able pupils being stretched and challenge through planned interventions. Positive Parental feedback on more able enrichment

				£4250	
Targeted intervention for pupils making less than expected progress in Literacy / Maths	Intervention information Assessments Data Key data points SEN register	Review interventions currently taking place and assess impact and VFM Review resources available within school and their use e.g. RWI, first Class at Number Tracking of pupils to ensure early help to raise attainment	Pupil progress meetings to ensure pupils identified early as needing additional support (x4 across the year) Supply release x2 days, x4 times a year (internal cover also used) Targeted intervention to raise skills in reading, writing and maths: FS2 BRP Talkboost KS1 Talkboost training KS1 TA to run Talkboost x4 30 min sessions over 24 weeks. KS2 RWI boosters with targeted children Before / after school additional learning clubs ICT tutor maths intervention – teacher SEND foci (lower KS2)	Supply release– £1000 Targeted intervention FS2 BRP - £4000 KS1 intervention training and resources £1400 X1 KS1 TA leading intervention £500 (x4 30 mins over 30 weeks) RWI training £600 £1200 for x2 after school learning clubs per week £750	Narrow gaps of pupils to national peers Increase in attainment and rapid acceleration of targeted pupils. Early identification and action for those with gaps 'No child left behind' Positive parent feedback regarding child support
Develop outdoor learning environments to provide rich literacy and maths learning spaces at all times of the day	Outdoor areas Pupil voice Staff voice Curriculum requirements	Audit of outdoor learning provision Review outdoor learning plans	Create learning space in top quad linked to Maths / Science including signage, games, activities Further develop FS outdoors for learning provision	Main playground: £1000 interactive learning panels Physical maths / Literacy activities £1000 main playground £1000 KS1 £1000 for FS	Increase % of pupils working at ARE in maths Improved outdoor curriculum support for maths Positive pupil feedback on engagement

2. Provide enrichment opportunities to develop pupils language, higher order thinking and questioning skills

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Embed Values Based Education (VBE) Practices to ensure pupils have secure emotional language and self awareness skills	Pupil voice Planning and curriculum delivery External consultant reports	Review VBE to date (external visits) Curriculum review Review behaviour policy and practices e.g. ABC sheet	VBE consultant support and external validation Whole school staff training to embed VBE, in particular with new staff. Develop outdoor visual representations of schools core values Inclusion of Values links to Life skills sessions Ensure PSHE / SEAL regularly occurring within classes with clear links to VBE work. Theme weeks to include British and school values e.g. Olympics Summer 2016, British Values week Behaviour policy provides reflection opportunities Assign VBE governor	£1500 (training, consultancy) £1500 towards publicising core school values e.g. outside, main hall	Children able to confidently articulate school values. Children show ability to articulate clearly emotional language Good behaviour maintained Values embedded across school curriculum and being explicit and implicitly taught. Consistent and constant visual reminders around the school of VBE.

<p>To develop children's higher order thinking, questioning, speaking and listening skills</p>	<p>Curriculum e.g. key questions Evidence in planning and books of mastery and challenging questioning Pupil voice Talk4Maths / Talk4writing</p>	<p>VBE next steps plan following external visit. Review training on questioning from 2015-16 (Maths)</p>	<p>Application to participate as a research school for SAPERE in P4C (Philosophy 4 children) Staff training on mastery and higher order questioning linked to Talk4Maths Outdoor role play for FS and KS1 to develop creative and imaginative thinking Questioning an integral part of teacher planning and curriculum delivery. P4C introduced to develop pupils higher order thinking and questioning (weekly lessons) Growth mindset staff training and whole school awareness</p>	<p>SAPERE P4C training – costs TBC if successful application £500 each FS / KS1 playgrounds for outdoor role play / imaginative provision £500 outdoor vocabulary signs, HFW main playground (link to mastery across curriculum as in section 1) INSET £750</p>	<p>P4C introduced into EMPS providing greater opportunities, for thinking and questioning skills. % increase in children working at S / S+ by end of year Planning shows awareness and underpinning of questioning skills Greater Challenge observed in lessons through higher order questions and differentiation</p>
<p>Provide targeted speech and language intervention across FS and KS1</p>	<p>Assessments Current FS talkboost data Pupil data</p>	<p>Staff discussion and feedback Review success of Talkboost in FS Investigate English language programmes for children new arrivals and new to English Review assessment and monitor for speech and language</p>	<p>Primary talkboost training for KS1 TAs TalkBoost materials and resources purchased TA costs to run sessions EAL pupils to have pupil passports with clear next steps for language acquisition. Staff training on NEAP & DFE Language proficiencies programme</p>	<p>Costs as in section 1</p>	<p>Narrow gaps of pupils to national peers Increase in attainment and rapid acceleration of targeted pupils in speaking and listening. Children speaking more confidently with peers and improved class engagement Early identification and action for those with gaps 'No child left behind' Positive parent feedback regarding child support</p>

			<p>and early induction for pupils with no English</p> <p>Ensure speaking and listening assessments are regularly conducted and added to target tracker.</p>		
<p>Provide exciting curriculum themes which interest and engage pupils imagination</p>	<p>Curriculum planning Theme books Pupil voice Book scrutiny</p>	<p>Staff meetings to establish shared themes Thematic Foci agreed and shared activities</p>	<p>Resources for theme weeks Workshops to support theme weeks e.g. - Olympics 2016 - Dinosaurs - CSI Life skills to include greater range of areas e.g. business enterprise Roald Dahl Curve Theatre Project Christmas Pantomime links ICT and computing links</p>	<p>Specialised Resources for thematic curriculum weeks £3000 (£1000 per term) 1 workshop / visitor or trip contribution costs - £3750 across the year (£1250 per term) Theatre opportunities £1000 Business enterprise links £750 ICT tutor costs & ICT enrichment</p>	<p>Narrow gaps of pupils to national peers Increase in attainment and rapid acceleration of targeted pupils Early identification and action for those with gaps 'No child left behind' Positive parent feedback regarding child support Pupil voice shows positive feedback to curriculum and 'memorable' experiences</p>
<p>Develop pupil voice and involvement in decision making process</p>	<p>Pupil voice School council meetings and minutes Pupil roles</p>	<p>Review roles currently available to pupils Pupil questionnaire / interviews to establish potential new roles</p>	<p>School captains election and process School council budget to decide how to spend Introduce new roles e.g. Values Ambassadors, Class Secretaries School Newspaper</p>	<p>£500 pupil budget (school council) My money week include financial planning decisions (see above)</p>	<p>Pupils involved in wide range of activities at EMPS Pupils involved in decision making processes Pupils experiencing budgetary and financial planning within the KS2 curriculum</p>

3. Support positive attitudes towards learning, values and behaviour, to enable children to productively learn and positively engage in education

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<p>To reduce effects of high level pupils behaviour needs on teaching and learning.</p> <p>Provide social, emotional and mental well-being intervention to support individuals with additional needs</p>	<p>Boxhall E Pace assessments Personalised provision Data Pupil passports</p>	<p>Review assessment data to assess pupils requiring additional support.</p> <p>Review EPACE data (KS2)</p> <p>BLM and Nurture TA to complete end of year Boxhalls to identify needs, pupils and appropriate programmes.</p> <p>Pupil progress meeting to establish early and appropriate intervention</p>	<p>Further embed Values Based Education (VBE) Programme</p> <p>Maintain a nurture group within EMPS to support vulnerable pupils with social, emotional and personal needs (KS1 focus am)</p> <p>Positive people programmes for KS2 pm</p> <p>Quality first teaching includes weekly PSHCE, P4C, values lessons</p> <p>Emotional support through parent link worker (salary) interventions with targeted pupils.</p> <p>Behaviour learning mentor to support behaviour across school and limit impact on learning</p> <p>EPACE used to identify learning needs / skills on</p>	<p>VBE - See costs already included in plan</p> <p>Nurture group costs: 1 L3 TA a.m £8000 Supported by SEN TA (school funded)</p> <p>1 L3 TA PM x4 p.m. per week KS2 SEWB £4000</p> <p>Parent Link worker Salary</p> <p>Behaviour Learning Mentor Salary £700 EPACE</p> <p>£2200 counselling costs</p> <p>INSET – attachment awareness (CB)</p> <p>£450 Forest Schools for 8 targeted pupils for 12 week programme</p>	<p>Good behaviour maintained</p> <p>Low levels of exclusions</p> <p>Low levels of high incidents</p> <p>Personalised programmes enable targeted pupils to reintegrate in to regular class teaching.</p> <p>Clear assessment identification used to support class and support delivery</p> <p>Pupils accessing a wide range of social, emotional and mental health services to support their well being and enable them to educationally engage.</p> <p>School is attachment aware</p>

			<p>pupils to plan appropriate Support</p> <p>RELATE counselling</p> <p>Develop schools understanding of attachment issues. Attachment plans for pupils in place</p>		
Provide positive role models to develop positive learning attitudes	<p>Commando Joe programme</p> <p>Boxhalls</p> <p>E Pace assessments</p> <p>Personalised provision</p> <p>Data</p> <p>Pupil passports</p> <p>SES / SEMH team information</p> <p>Personal circumstance information</p>	<p>Review assessment data to assess pupils requiring additional support.</p> <p>Review EPACE data (KS2)</p> <p>BLM, Nurture TA, Parent Link worker discussions around pupils in need.</p> <p>Review of Commando Joe outcomes and programme</p>	<p>Behaviour learning mentor 1:1 targeted work</p> <p>Commando Joe programme – focus on boys</p> <p>Life skill sessions provide positive opportunities for concentration, physical engagement and participation</p>	<p>BLM salary</p> <p>£10500 Commando Joe</p>	<p>Children accessing positive male role models</p> <p>Disaffected boys show positive relationship improvements.</p>
Embed rich experiences which reinforce key lifelong values	<p>Curriculum planning</p> <p>Enrichment opportunities</p> <p>Staff voice</p> <p>Pupil voice</p>	<p>Staff meetings and VBE</p> <p>CPD reinforce key values work</p> <p>Review values policy</p> <p>Review school policies and add links to VBE e.g. Behaviour policy</p> <p>Child protection policy</p> <p>Teaching and Learning Policy</p>	<p>Life skills to embed values work include:</p> <ul style="list-style-type: none"> - First aid (respect) - P4C / PSHE - Forest schools (resilience, respect) - sports and team building exercises (trust, cooperation) - Money management (dragons den) <p>Introduce pupil Values Ambassadors to recognise and celebrate children displaying school values</p>	<p>Life Skills resource budget £500 per term (£1500)</p> <p>Forest schools resources £1000</p> <p>Value Ambassadors badges & resources - £100</p> <p>Peer mentors £500</p>	<p>Children develop lifelong skills</p> <p>School values intrinsically linked to school curriculum</p> <p>Pupil voice</p>

			<p>Values board celebrating school community examples of school values</p> <p>VBE to feature across school policies and practices</p> <p>Training for Peer Mentors in restorative justice so pupils know how to be a good peer mentor, facilitate informal conferences, using affective questions, affective listening, identify more complex issues of conflict for formal conferences</p>		
<p>Build self-esteem, positive learning attitudes and pupil recognition through regular reward systems</p>	<p>Review rewards already used</p> <p>Review success of behaviour schemes such as attendance, celebration assembly, house teams etc</p> <p>Pupil voice</p> <p>School council</p>	<p>Increase positive rewards.</p> <p>Increase sharing and celebrating of positive pupils work, behaviour etc.</p>	<p>Celebrate pupils success in school and life through celebration assemblies, school newsletter etc</p> <p>Annual awards evening</p> <p>VBE ambassadors to celebrate positive behaviour linked to school values.</p>	<p>£1500 annual awards evening</p> <p>£300 stickers, certificates etc budget</p>	<p>Children can recognise and accept praise for good attitudes and learning.</p> <p>Celebrating positives is a regular feature at EMPS.</p> <p>Pupils can say when they have been a good learner, good friend, good citizen</p>

4. Raise standards of attendance, (in particular for pupil premium persistent absence pupils)

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Raise attendance of persistent absence pupils	Attendance records PLW targeted families EWO	Early identification of families and pupils requiring support Review 2015 – 16 attendance data	Early structured conversations to address absence before it moves to persistent Strong links with EWO to identify early families requiring support PLW to form relationships with pupils and families needing support (family advocacy) Late gate to continue PLW / BLM / HT Evidence of action undertaken for pupils below 96% All pupils below 96% followed up on and invited to meeting.	PLW salary	Attendance rates in line with national average. Increase in % of pupils with 100% attendance half termly, termly, yearly. Reduction in PA pupils. Reduction in lateness.
Raise positive rewards for pupils attending daily to ensure positive attendance influence. Encouraging short, medium and long term attendance.	Review 100% and 96%+ attendance Pupil voice	Attendance officer links	Attendance officer to track and identify positive attendees Half termly / termly celebration of good attendees	£2500 prizes and rewards	Attendance rates in line with national average. Increase in % of pupils with 100% attendance half termly, termly, yearly. Reduction in PA pupils. Reduction in lateness.

			Rewards for attendance short / medium and long term		
Parental communication to ensure awareness of effects of absence of pupils education and well being	Review communications sent School letters website	Parents aware of school and national requirements. School policy clear on e.g. term time holidays, attendance benchmarks	Regular information in newsletters and on website regarding attendance 1 st day calling exists as a structure for all pupils. Monitoring of absence and poor attendees. Weekly attendance letters for poor attendance pupils. Late gate with SLT / Behaviour learning mentor Structured conversations with persistent late or poor attendee parents at regular points.	Time for KH / HI to meet with parents CB/CA late gate BLM salary PLW salary	Parents regularly informed of attendance and receive updates Improvement in attendance rates of target families

Support the development of pupil premium boys

Area of Focus	Evidence (Sign-posts to our sources of evidence)	Action Plan (Based on our review, key actions identified to improve our provision)	Effective Use of the Funding (Summary of what our funding has been used for, including effective uses identified by Ofsted*)	Funding Breakdown (How much spent on each area)	Impact (The difference it has made / will make)
Provide positive role models to develop positive learning attitudes	Commando Joe programme Boxhalls E Pace assessments Personalised provision Data Pupil passports SES / SEMH team information Personal circumstance information	Review assessment data to assess pupils requiring additional support. Review EPACE data (KS2) BLM, Nurture TA, Parent Link worker discussions around pupils in need. Review of Commando Joe outcomes and programme	Behaviour learning mentor 1:1 targeted work Commando Joe programme – focus on boys Opportunities to bring in positive male role models e.g. sports coaches Life skill sessions provide positive opportunities to link with male staff	CJ As budgeted above BLM salary Male Role models e.g. sports coaches, themes etc £1000	Children accessing positive male role models Disaffected boys show positive relationship improvements.
Curriculum themes engage and interest boys	Curriculum planning Theme books Pupil voice Book scrutiny	Staff meetings to establish shared themes Thematic Foci agreed and shared activities	Resources for theme weeks Workshops to support theme weeks e.g. - Olympics 2016 - Dinosaurs - CSI ICT tutor to lead computing curriculum	Costs as previously budgeted	Increase in boys attainment and ARE Positive pupil feedback