

Pupil premium strategy statement

Biscovey Academy

1. Summary information

School	Biscovey Academy				
Academic Year	2019/2020	Total PP budget	£119,020	Date of most recent PP Review	01/19
Total number of pupils	321	Number of pupils eligible for PP	104 32.9%	Date for next internal review of this strategy	01/20

2. Current Attainment and Progress (Based on KS2 SATs 2018 results)

	<i>Disadvantaged Pupils</i>		<i>Non-Disadvantaged Pupils</i>	
	<i>School</i>	<i>National</i>	<i>School</i>	<i>National</i>
% achieving at least the expected standard in Reading	54% (24/70)	62%	63% (46/70)	78%
% achieving at least the expected standard in Writing	71.% (24/70)	68%	94% (46/70)	83%
% achieving at least the expected standard in Maths	50% (24/70)	67%	78% (46/70)	84%
	<i>Disadvantaged Pupils</i>		<i>Non-Disadvantaged Pupils</i>	
	<i>School</i>	<i>LA</i>	<i>School</i>	<i>LA</i>
Average Progress in Reading	-3.41 (22/67)	-1.31	-4.81 (45/67)	0.19
Average Progress in Writing	0.01 (22/67)	-0.73	0.40 (45/67)	0.10
Average Progress in Maths	-2.74 (22/67)	-1.80	-1.98 (45/67)	-0.44

3. Barriers to future attainment (for pupils eligible for PP)

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

A.	Data analysis has identified that there has been a decrease in pupil's reading outcomes.
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B.	Communication and Language of some pupils is low, particularly pupils who are starting education from low starting points. Furthermore, some pupils with SEMH needs do not have the language to support them. This has been identified using in school evidence (data, professional discussion and collaboration).	
C.	Social and emotional; The implementation of Trauma Informed Schools (TIS) Training, delivered by Headstart Kernow has heightened awareness of Social, Emotional and Mental Health (SEMH) issues that children can face. The Motional assessments completed across the whole school have identified that some disadvantaged children demonstrate some areas of SEMH needs.	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Monitoring attendance rates of disadvantaged children and working with Education Welfare Officers to support and challenge low attendance and persistent lateness. In recognition of attendance concerns. The trust has employed an in house EWO.	
E.	Pupils with 3 or more Adverse Childhood Experiences affect many of our disadvantaged pupils. In some cases, this has resulted in low resilience, poor behaviours for learning and is having a detrimental impact on children's academic attainment and progress.	
4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	<ul style="list-style-type: none">➤ Improve reading standards across Key Stage 2 to enable pupils to become strong independent readers.➤ Specifically, improve reading outcomes among disadvantaged children.➤ Develop a love of reading through careful planning which enables pupil exposure to a range of genre designed to develop their vocabulary and language comprehension.➤ Pupils will become immersed in high quality texts linked to topics.	<ul style="list-style-type: none">➤ Pupil standards will become in line with national results and where possible exceed.➤ The difference between non - disadvantaged and disadvantaged will begin to diminish higher attaining disadvantaged pupils will be challenged to achieve greater depth standard.➤ Pupils will show a love of reading which will be replicated in their communication and language comprehension.➤ Pupils will be able to discuss a range of high-quality texts with knowledge and enthusiasm.

B.	<ul style="list-style-type: none"> ➤ Improve language and communication in disadvantaged pupils through effective high-quality classroom talk. ➤ Quality wave one teaching which enables pupils to develop valuable language and communication skills, incorporating the metacognition and self-regulation approach. ➤ The curriculum is ambitious and planned, sequenced to enable pupils to build upon their own language acquisition skills. 	<ul style="list-style-type: none"> ➤ Pupils will be able to communicate verbally and non-verbally confidently. In addition, children will be able to express their wants and needs in an appropriate way. ➤ Pupils will show secure understanding of language and communication and will be able to work in collaborative groups supporting each other making their thinking explicit through discussion. In addition, the TIS approach will enable pupils to develop confident language skills to communicate their emotions effectively. ➤ Pupils will be able to apply their language and communication strategies into their reading within other contexts of the curriculum.
C.	<p>Biscovey Academy is a Trauma Informed School (TIS) and supports disadvantaged pupils who experience SEMH issues arising from ACE's. The school is proactive in ensuring pupils access emotionally available adults to help develop emotional resilience.</p> <ul style="list-style-type: none"> ➤ Whole school TIS screening will enable identification of barriers to learning; This will enable clear processes to be put in place to help support pupils, including access to outside agencies. ➤ Qualified TIS team which develop support programs for identified vulnerable pupils, this is overseen by the Inclusion Team Lead. ➤ Whole school training will ensure pupils have access too emotionally available adults. 	<ul style="list-style-type: none"> ➤ Pupils who are experiencing trauma will feel supported and able to express their emotions in a secure, safe environment. ➤ Pupils will be confident and able to self - regulate their behaviour. ➤ Pupils will be supported by the Inclusion Team and where necessary will access supportive provision and outside agencies. ➤ Pupils will feel safeguarded and protected, pupils will feel that staff are emotionally available if required. ➤ Pupils will feel that actions are acted upon in a timely manner.
D.	<p>Increase attendance rates for disadvantaged pupils by understanding the reasons for poor attendance and offer appropriate challenge and support where appropriate.</p> <ul style="list-style-type: none"> ➤ Good attendance will be promoted, and absence reduced, including persistent absence, this will be monitored by the attendance officer / welfare team/SLT. ➤ Early patterns of absenteeism will be acted upon effectively. ➤ Effective monitoring procedures will ensure that pupils are punctual. 	<ul style="list-style-type: none"> ➤ Pupils will access their full-time educational entitlement. ➤ Attendance will be good amongst all pupils, including disadvantaged. ➤ Pupils will be accessing quality wave one teaching, consistently ensuring that they can reach the best possible academic outcomes. ➤ Pupils will feel safe and happy within the school environment and know how they should be treated and how they should treat others. ➤ Pupils will feel safeguarded, early patterns of non-attendance will be identified and any patterns will be acted upon.

5. Planned expenditure

Academic year	2019-2020
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff	Review?
Improve reading attainment of all children, including disadvantaged and those from vulnerable groups.	A whole school drive to develop and reinvigorate the love of reading among all pupils, enabling pupils to develop their depth and breadth of knowledge. This will be undertaken by the SLT & Literacy lead ensuring all staff are on board with the chosen approach of exposure and emersion in high quality texts which are linked to their topics.	Data has shown a decline in reading, this has highlighted a need to review how pupils are taught to read, developing sequential learning enabling pupils to know more and be able to do more. The EEF Teaching and Learning Toolkit recognises feedback as a high impact for very low-cost intervention, Library management system is effective in tracking number of books read by individual pupils.	Regular meetings with Head of School & SLT. This will be continually monitored by SLT, Literacy Lead. In addition, pupil progress meetings will enable close monitoring ensuring ownership of whole class and individual learning. English subject leader meets termly with librarian to discuss outcomes of tracking and strategies for improving range and level of reading material chosen by pupils.	Head of School SLT PP Lead Class teachers TA's Librarian	Termly
Improve opportunities for high quality classroom talk.	In correlation with the reading strategy, focus will be applied to ensuring that pupils are accessing high quality classroom talk. Pupils will experience oral language opportunities using a range of methods. Ensuring pupils with poor oral language skills get a chance to develop their language acquisition.	Reflection of evidence from data, learning walks and monitoring visits has highlighted that some pupils, including disadvantaged pupils lack high quality oral language skills.	Learning walks, monitoring visits, pupil progress meetings and staff meetings will highlight the importance of creating and developing strategies to support language and communication. Metacognition CPD WK - 18/11/19 Cornerstones online curriculum CPD - 11/12/19	HOS SLT Teaching Staff Hub Monitoring Team	Termly

Develop the monitoring of attainment and progress of all children, including disadvantaged and vulnerable groups.	Regular class Pupil Progress Meetings to ensure close monitoring of all pupils, especially disadvantaged and vulnerable groups. In addition, weekly SLT meetings with a relentless focus on disadvantaged pupils. Data comparisons are rigorously monitored during Pupil Progress meetings.	Data has identified that there has been a steady decline in reading attainment. Therefore, it has been highlighted that greater scrutiny and mindfulness of what the data is showing needs to be reacted upon effectively.	Time tabled Pupil Progress meetings will ensure that all pupils are monitored rigorously, ensuring gaps are identified early, so next steps can be put in place to ensure pupils keep up and not catch up.	Head of School SLT Class Teachers Hub Council	Termly
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff	Review?
Raising profile of disadvantaged children and those from vulnerable groups with whole school "Inclusion" focus.	Pupil Premium Lead to ensure that Disadvantaged pupils are identified, CPD / research findings are fed back to all staff.	Raising profile of vulnerable groups within school will ensure a greater "buy-in" from all staff and ensure that all staff are aware of what constitutes a vulnerability or a disadvantaged child.	Dedicated non-contact time allocated to PP Lead to perform role and attend relevant training. This will enable feedback of best practice strategies to support disadvantaged pupils. Maximising the Impact of Pupil Premium CPD delivered 6/1/18 to Class Teachers.	SLT, Literacy Lead, PPL, SENDSCO	Termly

<p>Improve reading attainment of disadvantaged children and those from vulnerable groups.</p>	<p>Enhanced role of librarian to report to teachers on quantity and range of books read by children within individual classes.</p>	<p>Library management system provides accurate and up to date data on books chosen and read by pupils, including those who are disadvantaged.</p> <p>The EEF Teaching and Learning Toolkit recognises feedback as a high impact for very low cost intervention, based on moderate evidence (+8)</p>	<p>English subject leader meets termly with librarian to discuss outcomes of tracking and strategies for improving range and level of reading material chosen by pupils.</p> <p>Fresh start (RWI) Training Yrs 5&6 – Dec 2020</p>	<p>English Subject Leader</p> <p>Librarian</p>	<p>Termly</p>
<p>Further develop the awareness of Adverse Childhood Experiences.</p> <p>Reducing the impact of social, emotional and mental health issues which present barriers to learning to pupils, including many who are disadvantaged allowing them to reach their full potential in terms of academic attainment and progress.</p>	<p>Continued development of the role of Pupil Wellbeing and Behaviour for Learning Leader to work within Inclusion Team and provide support to children experiencing SEMH issues which are presenting barriers to learning; including persistent disruptive behaviour, oppositional defiance, stress, anxiety and other social/emotional responses to Adverse Childhood Experiences.</p>	<p>Evidence of severe detrimental impact that ACE's have on a child's social/emotional and academic progress.</p> <p>Evidence that positive impact of having Emotionally Available Adults to work alongside these children can support them in reaching their full potential.</p> <p>EEF Teaching and Learning Toolkit identifies Behaviour Interventions as moderate impact for moderate cost, based on extensive evidence (+3)</p>	<p>Clear process in place to refer pupils and make baseline assessments, interventions can then be put in place with clear assessment using Motional.</p> <p>This can be cross referenced against attainment and progress data on whole school tracking systems to ensure that impact is being seen in all areas.</p> <p>Whole staff CPD TIS – Jan 7th, 2019. Restorative training – 2 TA's Jan 2020. 2 TA's – TIS 10 day, April 2020 Health and wellbeing CPD 11/12/19</p>	<p>Head of School</p> <p>Pupil Wellbeing and Behaviour for Learning Leader</p>	<p>Termly Head of School</p> <p>Pupil Wellbeing and Behaviour for Learning Leader</p>

Improve staff deployment to ensure pupil need is effectively met.	Staff deployment has been under review (Autumn 1 2019) to ensure people are positioned in the best place to pupil need is supported effectively. For example, redeployment of staff to support SEMH.	Autumn 1 has shown an increase in need for SEMH support, this has been identified across Key stage 2. Therefore, it has been necessary to redeploy staff to support pupils at the point of need.	Regular monitoring of Motional Assessments will be completed, staff meetings/ discussion / feedback and inclusion meetings. Further review will be completed during SLT and Hun Council meetings. 3 new full time TA's employed Nov 2019		
Total budgeted cost (section i&ii)					£109,266.00
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff	Review?

<p>Increase attendance levels of disadvantaged children and keep persistent absence for this group to a minimum.</p>	<p>Good attendance will be promoted and monitored by teaching staff, SLT and attendance officer. In addition, in recognition of attendance concerns the trust has employed an in-house EWO who will work closely with the school.</p>	<p>Strong evidence base to show that increased levels of attendance have positive impact on attainment and progress as well as the potentially damaging affect that high levels of absence can have on a child's ability to reach their social, emotional and academic potential.</p>	<p>SLT to monitor and track attendance figures, with a focus on vulnerable groups, including disadvantaged children.</p> <p>SLT to act in accordance with clearly defined protocols to provide support and challenge where necessary to promote attendance and reduce absence.</p> <p>This can be cross referenced against attainment and progress data on whole school tracking systems to ensure that impact is being seen in all areas.</p>	<p>SLT</p> <p>Class teachers</p> <p>Attendance Officer</p> <p>EWO</p>	<p>Termly</p>
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<p>Increase parental engagement and aspirations through adult education opportunities.</p> <p>Reduce barriers to learning of the children (including disadvantaged) through parental engagement in adult education opportunities and therefore provide children with positive parental role models</p>	<p>Provide parents with opportunities to engage with Link into Learning and Family Learning opportunities available to families in Cornwall, including those who are disadvantaged.</p>	<p>Evidence show that families with low aspirations and possibly previous poor education opportunities of the parents can have a damaging impact on the child's ability to reach their full educational potential.</p> <p>The EEF Teaching and Learning Toolkit recognises parental involvement as a moderate impact for moderate cost intervention, based on moderate evidence (+3)</p> <p>By offering opportunities to parents to raise their own educational aspirations, the hope is that levels of engagement will increase, and aspirations will rise.</p>	<p>Family Support Advisor will provide support and guidance to parents about the opportunities available locally that would help improve their skills and aspirations for their family.</p> <p>Produce a leaflet to actively encourage participation and disseminate information about Family Learning opportunities.</p> <p>3 family learning sessions have taken place; Sept, Oct, Nov 2019. Nurture Me Nurture You course starting Jan 2020.</p>	<p>Head of School</p> <p>PPL</p> <p>Family Support Advisor</p>	
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<p>To ensure that vulnerable pupils including disadvantaged have access to a breakfast if required.</p>	<p>A breakfast facility is provided by Aspire Catering services, identified pupils can access a breakfast as required.</p>	<p>Providing a breakfast has been found to improve behaviour and academic attainment https://assets.publishing.service.gov.uk/</p> <p>Research has identified that providing breakfast can add an additional 2+ months progress (EEF 2019).</p>	<p>Pupils are identified by class teachers, teaching assistants, catering staff and the inclusion team. Pupils have been identified; class teachers and teaching assistants are aware that pupils can access this facility if needed. The facility is available to any vulnerable pupil or a pupil who needs a breakfast.</p> <p>This facility is provided by the onsite Aspire Catering Services, therefore ensuring all allergies are accounted for.</p> <p>The facility has been in place for half a term (Autumn 2 2019) and is under continual review to meet the needs of the pupils daily. A review will occur Jan 2019.</p>	<p>PPL</p>	<p>Termly</p>
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Ensure opportunity for trips and swimming providing life skill opportunities.	<p>Disadvantaged pupils will have access to ten swimming sessions per year.</p> <p>The year six trip will be subsidised to ensure a final school trip opportunity.</p>	<p>Swimming provides lots of health benefits which can help to keep children healthy and happy at the same time: Swimming keeps children's heart and lungs healthy, improves strength and flexibility, increases stamina and improves balance and posture.</p> <p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence (EEF 2019). The trip provides opportunity for pupils to access greater worldwide experiences</p>	<p>Ten swimming sessions are provided each year.</p> <p>The trip is rigorously planned and is open to all pupils.</p>	Class teachers	
Total budgeted cost (section i&ii)					£9754.00

6. Review of expenditure				
Previous Academic Year		2018-2019		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Raising profile of disadvantaged children and those from vulnerable groups with whole school “inclusion” focus.	Maintain role of Vulnerable Groups Champion. Delegate responsibility for tracking attainment and progress of and level/type of intervention used for disadvantaged children and those from vulnerable groups. Vulnerable Groups to be included as standing agenda item at staff	The vulnerable groups profile was raised. However, there were failings in taking ownership of the vulnerable groups within the classroom.	It has been identified that although vulnerable groups were tracked there needs to be a higher profile of ownership amongst all staff. Therefore, moving forward this will be a key focus during termly pupil progress meetings, which will include Acting HOS, Class teacher, Sendco, PP Lead. In addition, SLT meetings, teacher and TA meetings / CPD will also underpin disadvantaged profiles.	

Develop how we monitor the attainment and progress of children who are disadvantaged or from vulnerable groups and evaluate the impact of interventions to support those children.	<p>Regular Pupil Progress Meetings to discuss impact of strategies.</p> <p>Introduction of Intervention Tracker to evaluate impact of focused interventions on disadvantaged children and those from a vulnerable group.</p>	Trackers allow class teachers, senior leaders, to rigorously and accurately track attainment and progress of individuals from vulnerable groups and closely monitor the impact of individual interventions.	<p>However, historic teacher assessment has not been effective. Therefore, this is being evaluated within the context of using a new data tracking system.</p> <p>Where an intervention is implemented there will be a clear entry and exit criteria.</p>	
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<p>In-class additional support for disadvantaged children to ensure they can access teaching and learning effectively and can achieve their full potential in terms of attainment and progress.</p>	<p>Funding of additional in-class Teaching Assistants across the school to support teaching and learning of all pupils, including those who are disadvantaged.</p>	<p>Following evidence and advice It has been decided that staff will be deployed with greater strategic effect to ensure that pupils not only access quality wave one teaching, but, if necessary, will have access to small group tuition where need arises. This will either be delivered by qualified Teaching Assistants (TA) or the class teacher.</p>	<p>In correlation with research evidence it has been identified that effective staff deployment is key to ensuring pupils achieve the best academic results possible. Therefore, although TA support will still be in place, how they are deployed will be re- considered, for example; where an intervention is in place a class teacher or qualified TA will undertake intervention delivery.</p> <p>Interventions will be implemented at the point of need and withdrawn if proving to be ineffective.</p>	
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Improved reading, writing and maths skills in all year groups for a range of children (including disadvantaged)	Weekly focused teacher led group intervention informed by rigorous gap analysis using outcomes from Pupil Progress meetings, School Data Tracking System and Intervention Tracker.	Previous data analysis has identified that the difference has not been diminished over two consecutive years, 2017 and 2018 although pupils have had positive end of year (EOY) outcomes in meeting Age Related Expectation (ARE). Pupils have not met ARE have made good progress towards ARE.	<p>If data identifies that pupils need keep up interventions within core subjects, this will be inputted at the point of need. Interventions will have a clear entry and exit criteria and where interventions are not proving successful pupils will be removed and other strategies will be considered to ensure the greatest impact.</p> <p>Furthermore, following four day Implementation training (Commenced 14/1/19) on Maximising The Impact of Pupil Premium, it has been identified that it will prove more beneficial for pupils to access quality wave one teaching, whereby pupils will access a planned and sequenced curriculum to ensure they can expand the skills and knowledge taught, to enable them to develop at a greater academic pace. This will be the priority prior to intervention being put into place.</p>	
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ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved reading, writing and maths skills in all year groups for a range of children (including disadvantage)	Weekly focused TA led group intervention informed by rigorous gap analysis using outcomes from Pupil Progress Meetings, School Data Tracking System and Intervention Tracker.	Data identifies that outcomes could have been more significant if pupils had remained in class accessing core subjects using quality teaching techniques, specifically, meta-cognition and feedback.	Data has identified that pupils will be better placed accessing quality wave one teaching exposing pupils to effective feedback and metacognition techniques to enable pupils to keep up not catch up. In addition, Work will be matched to the learners needs. This is underpinned by the EEF (2019) Teaching and Learning Toolkit.	

Improved outcomes for higher attaining disadvantaged pupils.	<p>Provide opportunities to stretch the high attaining pupils both within and outside the classroom.</p> <p>Look at specific interventions as well as whole class approaches e.g. response to marking.</p>	<p>Higher ability disadvantaged pupils are making less progress than other higher attaining pupils. We need to ensure that disadvantaged pupils are given the opportunity to achieve higher attainment as well as simply meeting the expected standard.</p> <p>The EEF Teaching and Learning Toolkit recognises feedback as a high impact for very low-cost intervention, based on moderate evidence (+8)</p>	Higher ability pupils will continue to remain a focus throughout, this will be evidenced and analysed through pupil progress meetings, staff meetings, Learning walks & monitoring visits.	
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<p>Provide targeted 1:1 out of class intervention for disadvantaged children to either improve skills in reading, writing and maths, or to develop resilience and improve social, emotional and mental health.</p>	<p>Provide weekly opportunities for experienced HLTA to work 1:1 with identified children and ensure personalised targets are set to achieve success.</p>	<p>Data analysis from regular pupil progress meetings shows that weekly HLTA led 1:1 intervention have had a positive effect on children's EOY outcomes. There has in some cases, been evidence of accelerated progress leading to ARE being achieved. Those children who have not achieved ARE can still be seen to have made progress towards ARE, above the expected.</p> <p>However, 2018 SATS data showed that disadvantaged children at the school performed, on average, less well than disadvantaged pupils in the Local Authority in attainment in all areas.</p> <p>It also showed that the gap between disadvantaged pupils and their non-disadvantaged peers at the school was greater than the gap between disadvantaged pupils and their non-disadvantaged peers in the Local Authority in all areas.</p> <p>A comparison of the 2017 and 2018 SATs data shows that the attainment gap between disadvantaged pupils and their non-disadvantaged peers at the school has widened.</p>	<p>Following the completion of Maximising the Impact of Pupil Premium training it has been decided to suspend interventions to ensure that pupils are, in the first instance, accessing quality wave one teaching, following this if further support is necessary to ensure pupils keep up and not catch up or where higher attaining pupils need extra input to reach the highest results possible, interventions will be undertaken by a class teacher or qualified TA at point of need for pupils.</p>	
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Focused support for disadvantaged children with specific identifiable vulnerabilities and for children in care.	Provide weekly focused 1:1 or small group interventions with Pupil Wellbeing and Behaviour for Learning Leader	Children receiving support benefited from pastoral support which impacted positively on their behaviours for learning.	Support will continue to be provided at the point of need by TIS practitioners. In addition, whole school TIS training will equip staff with strategies and knowledge of how to support pupils effectively.	
Improve reading attainment of disadvantaged children and those from vulnerable groups.	Enhanced role of librarian to report to teachers on quantity and range of books read by children within individual classes.	The data shows that reading levels have decreased.	Librarian will continue to monitor quantity and range of books read by individuals and report back to class teacher. In addition, a whole school reading strategy is being implemented to enable children have exposure and are immersed in high quality texts linked to topics. This will equip the children with the knowledge and skills to enable them to develop a love of reading so that they can utilise the library effectively.	

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Raising the awareness of Adverse Childhood Experiences.</p> <p>Reducing the impact of social, emotional and mental health issues which present barriers to learning to pupils, including many who are disadvantaged allowing them to reach their full potential in terms of academic</p>	Appointment of Pupil Wellbeing and Behaviour for Learning Leader to work within Vulnerable Groups Team and provide support to children experiencing SEMH issues which are presenting barriers to learning.	<p>Children receiving support benefited from pastoral support which impacted positively on their behaviours for learning.</p> <p>Evidence that severe detrimental impact that ACE's have on a child's social/emotional and academic progress is being mitigated.</p> <p>Evidence of positive impact of having Emotionally Available Adults to work alongside children to reach potential.</p>	Ensuring that there is a timetabled available adult has proven effective, available adults will continue to be in place at the point of need. In addition, whole school TIS training and monitoring will ensure the continuation of embedding the TIS approach within the classrooms to help support pupils across the school day. A thousand interactions are more effective than one intervention (Head Start Kernow 2019)	

<p>Increase attendance levels of disadvantaged children and keep persistent absence for this group to a minimum.</p>	<p>Appointment of Attendance Officer to track attendance and absence levels and provide support and challenge to parents where appropriate.</p> <p>Attendance Officer to work closely with EWO.</p>	<p>Parents of all children, including those who are disadvantaged are aware of the importance of attendance to ensure that children are given the opportunity to reach their full academic and social/emotional potential.</p> <p>Attendance rates of disadvantaged pupils have remained slightly lower than non-disadvantaged pupils throughout the year, however evidence suggests gap is closing.</p> <p>Persistent attendance issues of vulnerable children has been identified and parents are being supported to increase attendance.</p>	<p>Attendance Officer continues to monitor and track attendance, working closely with the EWO.</p> <p>Parents are challenged appropriately; support is provided by Attendance Officer and Family Support Advisor.</p> <p>This role will continue, additionally the policy for pupil leave has been amended to ensure that parents are held to account for pupil leave during term time.</p>	
<p>To provide support, advice and guidance to parents and carers of disadvantaged children to help engage parents in having high expectations and aspirations of their children resulting in increased attainment and accelerated progress.</p>	<p>Appointment of Family Support Advisor to provide support, advice and guidance to families of vulnerable children, including those who are disadvantaged.</p> <p>This may include school-based support as well as referrals to outside agencies.</p>	<p>Family Support Advisor has successfully engaged with families, providing advice and guidance on a range of areas for families of vulnerable children.</p>	<p>Family Support Advisor has successfully engaged with families and built a positive attitude to learning and the support that the school can provide for vulnerable groups, including those who are disadvantaged.</p> <p>Family Support advisor to continue to engage with families to develop strong, approachable links with parents.</p> <p>This role will continue.</p>	<p>Total PP Expenditure</p> <p>£117,140.00</p>

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.