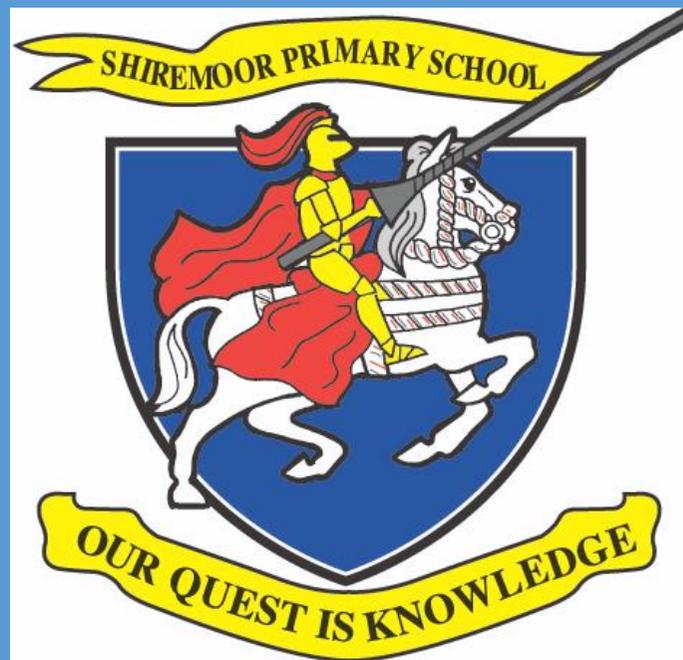


SHIREMOOR PRIMARY SCHOOL PUPIL PREMIUM STRATEGY DOCUMENT



Shiremoor Primary School

Pupil Premium Strategy 2017-18



<u>Summary Information</u>					
School	Shiremoor Primary School				
Academic Year	2017-18	Total PP Budget	£104,907 (This is then supplemented where required by school budget).	Date of recent PP Review	N/A
Financial year	2017-18	Total PP Budget	£179,840 (This is then supplemented where required by school budget).		
Total number of pupils	355 (not including Nursery)	No. of pupils eligible for PP	113 PP Y1: 16 (28%) PP Y2: 16 (30%) PP Y3: 18 (31%)	Date for next internal review of this strategy	End of academic year with on-going periods of monitoring

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	306 (Y1 to Y6 only)		PP Y4: 24 (47%) PP Y5: 25 (46%) PP Y6: 14 (44%) FSM FSM (Reception) R: 12 (25%)		
	432 including Nursery and Pre 3's.				

<u>Current Attainment</u>				
2017 Data- (National Data in brackets)	<u>School Average for Pupils Eligible for PP</u>	<u>School Average for Pupils not Eligible for PP</u>	<u>Gap Analysis for School PP and Non-PP</u>	<u>Gap Analysis for School PP and National Non-PP</u>
% achieving at 'Expected' level in reading, writing & maths at end of KS2	60% (47%)	91% (67%)	-31% (-20%)	-7% (-20%)
% achieving at 'Expected' level in reading.	67% (59%)	91% (77%)	-24% (-18%)	-10% (-18%)
% achieving at 'Expected' level in writing.	73% (66%)	91% (81%)	-18% (-15%)	-7% (-15%)
% achieving at 'Expected' level in maths.	67% (63%)	91% (80%)	-24% (-17%)	-13% (-17)
% achieving at 'Expected' level in Spelling, grammar and punctuation	67% (66%)	82% (81%)	-15% (-15%)	-15% (-15%)
Average scaled score: Reading	100.5 (101.3)	106.4 (105.3)	-5.8 (-4.0)	-4.8 (-4.0)

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Average scaled score: Maths	102.9 (101.6)	105.7 (105.2)	-2.9 (-3.6)	-2.3 (-3.6)
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Current FSM Data EYFS

2017 Data- (School's Non FSM Data in brackets)	<u>Reception</u> <u>School Average for Pupils FSM</u>
% achieving 'Expected' level for 'All Prime Areas'	67% (72%)
% achieving at 'Expected' level in all ELGs	65% (70%)
% achieving at 'Good Level of Development'	58% (74%)

Current Pupil Premium Data Phonics (Year1)

2017 Data- (School's Non FSM6 Data in brackets)	<u>Year 1</u> <u>School Average for Pupils Eligible for PP</u>	<u>School average for Non- PP Pupils</u>
% achieving at 'Working at or Above' Y1 level	93%	84%

Current Pupil Premium Data End of KS1 (Year 2)

2017 Data- (National Data in brackets)	<u>Year 2</u> <u>School Average for Pupils Eligible for PP</u>	<u>Year 2</u> <u>School Average for Non-PP Pupils</u>	<u>Year 2</u> <u>Gap Analysis for School PP and Non-PP</u>	<u>Year 2</u> <u>Gap Analysis for School PP and National Non-PP</u>

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% achieving at 'Expected' level in reading, writing & maths at end of KS1	53% (49%)	83% (74%)	-12% (-18%)	-14% (-18%)
% achieving at 'Expected' level in reading.	63% (63%)	85% (79%)	-17% (-16%)	-15% (-16%)
% achieving at 'Expected' level in writing.	58% (54%)	88% (72%)	-12% (-18%)	-14% (-18%)
% achieving at 'Expected' level in maths.	68% (62%)	83% (78%)	-7% (-16%)	-10% (-16%)

Current Pupil Premium Data End of KS2 (Year 6)

2017 Data- (National Data in brackets)	<u>School Average for Pupils Eligible for PP</u>	<u>School Average for Pupils not Eligible for PP</u>
% achieving at 'Expected' level in reading, writing & maths at end of KS2	60% (47%)	91% (67%)
% achieving at 'Expected' level in reading.	67% (59%)	91% (77%)
% achieving at 'Expected' level in writing.	73% (66%)	91% (81%)
% achieving at 'Expected' level in maths.	67% (63%)	91% (80%)

Barriers to Future Attainment

In-school barriers

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SEND

Speech and Language delay on-entry to school is high which affects learning generally in all areas. Currently 12% of children on roll from Y1-Y6 are registered as SND. With 2% having an EHC against the national average of 1.3%. Currently, 17% of children registered as PP are on the SEND register also.

School Context of Deprivation

School Context of Deprivation indicator (IDACI) is 0.27 (decile 3) compared to National average of 0.24. We have an IDM of 3 (score: 29.1).

26% (111 pupils) of our children in the 20% most deprived areas nationally. An additional 40% (169 pupils) live in decile 3.

Attainment on Entry:

Low starting points of children (particularly those eligible for PP) which means that not all children are school ready. PP children currently do less well than non-pupil premium children and this gap begins on entry and is not yet closing (other than the gap in Year 1 phonics) Although PP children do perform in line with, and above those children nationally.

External Barriers

Attendance

The figures for PA attendance show that generally PP absence is higher than that of non-PP children.

Data shows that overall attendance for PP was 4.1% compared to 3.9% for Non-PP (even though we were below National Average of 5.2%)

Social Care Needs

A group of pupils eligible for PP display difficulties in Social and Emotional aspects for their learning.

In addition, a high proportion of the families within our school have historically or currently been supported by external agencies. School is required to offer support to most families to address their varied needs and support the learning of the children.

External Opportunities

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Children have a lack of experiences outside of school which often presents issues with children not being suitably equipped to start their school journey or access content in the curriculum. Most of our families rely on school support to further enhance a child's academic journey and other experiences through school trips, homework, extra-curricular clubs and family day trips.

Resources

Children don't always have access to a range of literature thus limiting their comprehension and vocabulary which presents limitations to their ability to access the changes in the new National Curriculum.

Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
	Improve attainment and progress in writing and spelling across the whole school which will show evidence of most eligible for PP making good progress between key stages and year groups. Use of termly data captures to inform interventions and target teaching.	Termly data captures to show progress for PP children across school from last point of assessment.
	Ensure that teaching, learning and assessment across the school is outstanding and as a result, has a positive impact on the progress and attainment of PP children.	PP children make strong progress to ensure that most pupils who are eligible for PP meet age-related expectations in KS1 and KS2 regardless of starting points. PP children will have made good progress from their personal starting points.
	Improve attendance for children who are eligible for PP to be monitored daily, weekly and termly by Lead Learning Mentor. PA (persistent absences) will decrease for PP children.	Overall attendance rates will improve for those eligible for PP and will be comparable to other groups within the school and better than those nationally.

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		The percentage of PP children who are persistent absentees will decrease and will be in line with other groups in school and those comparable, nationally.
	Improve progress measure and attainment for current Year 6 and Year 2. Year 6 has a 44% FSM6 entitlement. Year 2 has a 30% FSM6 entitlement.	Pupils eligible for PP in Year 2 and Year 6 to make rapid progress to meet age-related expectations at the end of KS1 and KS2. Children to also achieve good progress from starting points alongside other groups in school.
	Continue to develop basic skills and early reading progress in EYFS through 2 and 3yr old provision and additional staffing in EYFS.	Children will have better starting points on entry to Reception following admission in pre-school onsite. Data captures will show PP making good progress based on starting points and most will achieve age-related expectations.
	SEND Lead to ensure that all PP children, who are on SEND register, receive correct support through interventions tailored targets set out in their SEND files. Termly reviews to analyse personal progress	SEND children who are eligible for PP will make progress based on their personal targets and from their own starting points. Some will achieve age-related expectations at the end of each year group.

Planned Expenditure £119,142

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Academic Year	<u>2017-18</u>				
<u>Quality of teaching for all</u>					
<u>Desired outcome</u>	<u>Chosen action/approach</u>	<u>Evidence and rationale</u>	<u>How it will be implemented</u>	<u>Staff lead</u>	<u>Review of implementation</u>
Writing at 'Expected' and 'Greater Depth' scores to improve.	<p>On-going writing training for all staff from internal and external providers.</p> <p>Teaching vocabulary explicitly and implicitly</p> <p>Teaching spelling patterns explicitly and implicitly</p> <p>Use of Nesy programme to support spelling across KS2 initially.</p> <p>To improve grammar by introducing new grammar tests which can be revisited regularly.</p>	<p>Identified by staff at the end of academic year 2016-17 as an area or development based on analysis of school data and review of KS1 SATs Writing results. 58% of PP children achieved the 'expected standard' which was above those nationally, however, Maths and Reading were significantly higher.</p> <p>Internal data showed that 58% of PP children in Year 2 achieved 'age-related' expectations in writing; 50% in Y3 and 64% in Y4. These were significantly lower than the percentage of PP achieving ARE in Maths and Reading</p> <p><u>Evidence</u></p>	<p>Rigorous monitoring of data and delivery of teaching and learning.</p> <p>Appraisal to have a writing focus.</p> <p>All staff to engage in research-based practice and shared with one another.</p> <p>Peer observation across key stages.</p> <p>Book moderations with a set focus to be comparable across year groups.</p> <p>Staff CPD. This is to include both internal and</p>	<p>Laura Pearson (Literacy Lead)</p> <p>Kate Pritchard (Literacy Lead)</p>	<p>On-going data captures and reports to Governors</p> <p>End of the academic year data</p>

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		<p>A research project conducted using children aged between 7-11 years. Using standardised reading and spelling assessments to measure student reading age before and after the trial, students on average made a gain of 1 year after 18 weeks of using Nessy Reading & Spelling. Students used Nessy twice a week for 45 minutes – a total of 1.5 hours a week. Several students made notable gains in excess of 2 years. The majority of students increased their reading ability by 2 years or greater with one student increasing their reading age by 4 years 3 months.</p> <p>Evidence</p> <p>Repeated targeting with GAPs between to address any matters arising on the test.</p>	<p>external providers. Impact to be evident through book moderations, observations and feedback.</p> <p>Moderation of writing to be consistent with the use of Local Authority trained Writing Moderator.</p> <p>Network meeting within Local Authority to moderate writing across year groups.</p> <p>Small, withdrawn writing intervention groups. Child selection to be based on information from termly data and teacher assessment.</p> <p>Y6 have an experienced teacher for small intervention groups focusing on grammar, vocabulary and spelling</p>		
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<p>To continue to improve the phonic abilities of all from nursery throughout KS1 so that each year we have improved outcomes for phonics.</p>	<p>High-quality phonics teaching and grouping across all of KS1</p>	<p>Our Year 1 phonic data is strong and improving on a 3 year trend. In the 2016-17 Year 1 Phonics test, PP children outperformed Non-PP within school by 9%. We want to maintain this improvement.</p> <p>End of nursery data demonstrated higher achievement on Letters and Sounds.</p> <p>Ensure that phonetic understanding is strong by the end of KS1 to prepare children for KS2 curriculum content.</p> <p><u>Evidence</u></p> <p>Teaching and learning toolkit states that phonics has a moderate impact, very low cost and extensive evidence. It also suggests that qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that</p>	<p>LK and AN English Manager will audit phonic delivery of all</p> <p>Experienced teacher dedicated to focusing on phonic interventions in Year 1. Trained TA to focus on phonic intervention in Y1 and Y2. TA is also implementing weekly research –based practice.</p>	<p>LK (English Manager) AN (EYFS teacher)</p>	<p>Each half-term, data will be captured although groupings may be reviewed more regularly.</p>
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		<p>pedagogical expertise is a key component of successful teaching of early reading.</p> <p>Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers</p> <p>For older readers who are still struggling to develop reading skills, phonics approaches may be less successful than other</p>			
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		<p>approaches such as Reading comprehension strategies and Meta-cognition and self-regulation. The difference may indicate that children aged 10 or above who have not succeeded using phonics approaches previously require a different approach, or that these students have other difficulties related to vocabulary and comprehension which phonics does not target.</p>			
<p>Continue to improve basic skills of all PP children.</p>	<p>Employment of additional staff to reduce class sizes in EYFS and Year 6</p>	<p>On entry our chn have low starting pints and therefore need to make rapid progress. The National Curriculum 2014 measure relies largely on basic skills to then build upon for mastery of content. Children need to consolidate and embed these basic skills to ensure they can attain in line with National comparisons and other groups within school.</p>	<p>LW to oversee timetabling, targeting and data of this support to ensure value for money</p> <p>Teachers to have set areas of focus for ensuring effective teaching and learning.</p>	<p>LW (Deputy Head) NF (intervention coordinator)</p>	<p>Half-termly data captures, appraisal and book scrutiny and use of data target key children.</p>

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		<p><u>Evidence</u></p> <p>Whilst Teaching and Learning Toolkit suggests that reducing class sizes has moderate impact for very high cost based on moderate evidence, our in-school quantitative data suggests that reducing class sizes impacts sufficiently to justify this.</p>			
				Total budgeted cost	£9894 (Not including cost of staffing for reduced class sizes which is coming from main budget.)

<u>Targeted Support</u>					
<u>Desired outcome</u>	<u>Chosen action/approach</u>	<u>Evidence and rationale</u>	<u>How it will be implemented</u>	<u>Staff lead</u>	<u>Review of implementation</u>

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<p>To improve progress and attainment for PP children in reading, writing and maths to ensure that we give these pupils opportunities to succeed across the curriculum.</p>	<p>BLAST And additional staffing of EYFS</p>	<p>Baseline assessments in nursery showed children have low starting points.</p> <p>Gap between PP and Non-PP at 'GLD' is -16% and for 'Prime Areas' the gap is -5%. We need to close the gap.</p> <p>Although gap between PP and Non-PP has mainly closed, a gap is still evident.</p> <p><u>Evidence</u></p> <p>Teaching and Learning toolkit suggest moderate impact for very high costs which is based on extensive evidence. It declares that overall, the evidence suggests that early year's intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.</p>	<p>Member of staff received training for BLAST last term and delivery was monitored.</p> <p>EYFS Manager monitors weekly the use of additional staffing and timetabling to ensure impact. BLAST works on the underpinning skills for language, communication and literacy – turn taking, discrimination, listening, attention and social communication as well as developing basic language skills both receptively and expressively.</p> <p>Groups will be targeted based on data</p>	<p>Nicola Penketh Tracey Hill Laura Kinsey Laura Haig</p>	<p>End of intervention End of the academic year Baseline data should demonstrate progress</p>
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		<p><u>Evidence</u></p> <p>According to the Teaching and Learning Toolkit, Early Years Intervention- moderate impact, high cost, extensive evidence. Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. Some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit).</p>			
	Numbers Count	Year 2 data showed a gap between PP and non-PP in maths of -15% for academic year 2016-17. Year group data and teacher assessment for marking and feedback,	Lesley Soulsby, a specially trained Numbers Count TA to give targeted Year 1 and 2 PP children at least three 30-minutes lessons a week for a term,	Lesley Soulsby Natalie Foster	End of intervention (reports provided to Governors)

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		<p>highlighted PP children who needed additional support with basic number facts to make progress in relation to age related.</p> <p><u>Evidence</u></p> <p>Research shows the following based on the impact of the intervention:</p> <ul style="list-style-type: none"> • Learners made an average Number Age gain of 16.5 months in only 4 months – over 4 times the expected progress. • 95% of them showed more confidence and interest in learning mathematics in class after Numbers Count. • 73% of learners went on to achieve national expectations at the end of Key Stages 1 and 2, despite not being originally predicted to do so. 	<p>individually or in small groups. After a detailed diagnostic assessment, the teacher to plan a tailored programme for each child.</p>		<p>End of the academic year</p>
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	Success@Arithmetic	<p>Year group data and teacher assessment from marking and feedback highlighted PP children working below age related expectation in Key Stage 2. Targeted children who need support to understand the number system and develop fluency with number facts.</p> <p><u>Evidence</u></p> <p>Research shows the following based on the impact of the intervention:</p> <ul style="list-style-type: none"> • They made an average Number Age gain of 17.5 months in 4.5 months – almost 4 times the expected progress • 92% of pupils achieved national expectations at the end of their school year, despite not being originally predicted to do so. 	Targeted group intervention for PP children. Small group and one-to-one withdrawal sessions, 3 times per week.	Sally Clarke	<p>End of intervention</p> <p>End of the academic year</p>

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		A 2011 evaluation of Every Child Counts also found that the programme had a positive impact when delivered on a one to one basis, or with groups of two or three, with all group sizes making similar amounts of progress.			
	Phonics Intervention	<p>Even though we have a positive 3 year trend from 75% to 93% for FSM6 Y1 children 'Working At' or the 'Expected' level, we want to continue to present this trend and reduce the percentage of Y2 retakes. In addition, by improving phonics in Y1 we can focus on comprehension, inference and vocabulary further up school to support with developing the school priority.</p> <p><u>Evidence</u></p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months'</p>	Targeted group intervention for PP children. Small group and one-to-one withdrawal sessions. All sessions are with an experienced KS1 teacher focusing solely on interventions in Y1.	<p>Sharon English</p> <p>Nicola Penketh</p> <p>Lisa Evans</p>	<p>End of intervention</p> <p>End of the academic year</p>

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		<p>progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that expertise is a key component of successful teaching of early reading.</p>			
	Inference Intervention	<p>KS1 data highlighted that for reading FSM6 children (63%) are in line with PP National Average but are still below the overall National Average of 76%. There is also a -17% gap between Non-FSM6 and FSM6. However this has dramatically closed since academic year 2015-16.</p> <p>KS2 highlighted that for reading PP children (63%) performed in line with those Nationally, however there is still an in-</p>	<p>Targeted group intervention for PP children. Small group and one-to-one withdrawal sessions. All sessions are with an experienced TA's who have received training for this intervention.</p>	<p>Laura Pearson</p> <p>Sally Clarke</p>	<p>End of intervention</p> <p>End of the academic year</p>

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		<p>school gap of -17% which is higher than National.</p> <p><u>Evidence</u></p> <p>The key areas brought up on the End of Key stage 2 test analysis in the data pack were surrounding vocabulary, inference, meaning and comprehension.</p>			
	Year 5 and 6 Maths Intervention	<p>KS2 data highlighted that for maths we were below</p> <p><u>Evidence</u></p> <p>Teaching and Learning Toolkit suggests that small group tuition holds moderate impact with moderate costs however it has limited evidence. It states an impact of most children improving by 4 months compared to +5months with one-to-one tuition which is moderate impact but with high costs.</p>	<p>Qualified teacher as a designated TA for year 5 and 6 maths. Targeted children with teacher assessed areas of development. Pre and post-tests to be used. Each group to work with TA twice a week for 45 mins each sessions.</p>	<p>Dan McConville</p> <p>Natalie Foster</p>	<p>End of intervention</p> <p>End of the academic year</p>

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	Year 5 and 6 writing intervention	<p>Employment of a teacher who has had extensive training in writing moderation and spelling and grammar to target small groups in year 6. Employment of an additional English specialist to target Year 5 Writing.</p> <p><u>Evidence</u></p> <p>Research suggests that this approach has beneficial effects for both FSM and non-FSM pupils. It has moderate impact with moderate costs but with limited evidence.</p>	<p>Since we have used this approach, writing data shows an upward trend for all and Spag and writing results are above national.</p>	<p>LW (Deputy Head)</p> <p>PW (Writing teacher)</p> <p>KP (Year 5 English)</p>	<p>Half-termly assessment information used to re-plan targeted approach based on need.</p>
	Pirate and Dragon writing	<p><u>Evidence</u></p> <p><i><u>Impact on Achievement (ECC Website)</u></i></p> <p>300 pupils in 70 schools took part in 1stClass@Writing in 2014-15. Their teachers reported an almost immediate impact:</p> <ul style="list-style-type: none"> • 88% of pupils became more confident and motivated to write 	<p>Highly trained TA to deliver set programme to selected children. Children to be selected based on prior attainment and measure against 'age-related' expectation from academic year 16-17.</p>		

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		<ul style="list-style-type: none"> • 70% made more progress than their teachers had expected • their spelling scores improved by 42% 			
	<p>One trained TA to have allocated time to speech and language programmes for targeted individuals.</p>	<p>Baseline assessments in nursery showed children have low starting points.</p> <p>EYFS data for 2016-17 showed the gap between FSM6 and Non FSM6 pupils is -16%; larger than 2015-16.</p> <p><u>Evidence</u></p> <p>Teaching and learning Toolkit states that it has moderate impact for very low costs which is based on extensive evidence. It has potential to offer an impact of +5months additional progress for the child. A number of studies show the benefits of trained teaching assistants effectively supporting both oral language skills and reading outcomes. There is an extensive evidence base on the impact of oral language</p>	<p>Trained TA to work with external agencies to offer children a personalised programme to enable them to achieve their learning goals.</p>		

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		<p>interventions, including a substantial number of meta-analyses and systematic reviews. The evidence is relatively consistent, suggesting that oral language interventions can be successful in a variety of environments. Although the majority of the evidence relates to younger children, there is also clear evidence that older learners, and particularly disadvantaged pupils, can benefit.</p>			
Total budgeted cost					£77,348

<u>Other Approaches</u>					
<u>Desired outcome</u>	<u>Chosen action/approach</u>	<u>Evidence and rationale</u>	<u>How it will be implemented</u>	<u>Staff lead</u>	<u>Review of implementation</u>
Improved attendance and support for children with	Employment of Lead Learning Mentor to	Since employing over Lead Learning mentor 4 years ago, our attendance data has	First day response to absence.	Pauline McNamara Kimberley Quinn	Assistant Head produces termly attendance data report

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<p>social and emotional problems.</p>	<p>monitor and assist parents with social issues</p>	<p>improved annually and is now better than national data for general attendance and persistent attendance issues. There was decrease in attendance mid-year in academic year 16-17. We need to ensure this does not repeat and that all attendance issues are highlighted and dealt with immediately with school support plans and meetings with parents.</p> <p><u>Evidence</u></p> <p>Teaching and Learning Toolkit identifies that behaviour interventions moderate impact at moderate cost with extensive evidence. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p>	<p>Early Help Assessments carried out as required</p> <p>Child protection issues followed up swiftly and barriers to learning addressed where possible with behaviour and emotional support programmes and social skills groups.</p>	<p>Leigh Elsaghier</p>	<p>for Governors but receives attendance data weekly and liaises with Head re any issues.</p> <p>Assistant Head use of Lead Learning Mentors time to ensure childrens' needs are met.</p> <p>Data Pack Autumn</p>
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		Case Studies around key children also evidence impact of this role.			
				Total budgeted cost	£31,900