

Pupil premium strategy statement

1. Summary information					
School	Our Lady Immaculate Catholic Primary School				
Academic Year	2018/19	Total PP budget	£159,720	Additional expenditure from school budget	£82,605
Total number of pupils	304	Number of pupils eligible for PP	122 (40%)	Date for next internal review of this strategy	Dec 18

2. Current attainment 2018		
	<i>Pupils eligible for PP 25 pupils</i>	<i>All Pupils</i>
% achieving expected standard in reading, writing and maths	68%	68%
% making expected standard in reading	84%	84%
% making expected standard in writing	68%	70%
% making expected standard in maths	76%	78%

3.Current progress 2018		
	<i>Pupils eligible for PP 25 pupils</i>	<i>All Pupils</i>
% making expected/expected+ progress in RWM combined	68%	68%
% making expected/expected+ progress in reading	%	Data not available at time of writing
% making expected/expected + progress in writing	%	Data not available at time of writing
% making expected/expected + progress in maths	%	Data not available at time of writing

1. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Children's data on entry is well below national average. Children's low levels of personal social and emotional development hinders their readiness to learn
B.	Poor speaking and listening skills impact negatively on pupils attainment in reading, writing and phonics
C.	Low starting points of PP children requires accelerated progress in KS1 to make expected levels
D.	Low attainment of PP children on entry to KS2 requires accelerated progress to ensure this group makes expected standards at end of KS2
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E	Low attendance and high persistent absentee rates. Attendance rates for pupils eligible for PP are 94.7% (below the target for all children of 97%).
F	Increasing numbers of families with external support or early help support due to SEMH and/or family circumstances
G	High levels of deprivation – Double national figures –impacts upon children's readiness to learn and wellbeing
H	Limited life experiences and low aspirations

2. Outcomes - National data for PP children unavailable for comparison at time of writing(Oct 2018) – In school data used		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved performance in prime learning goals and outcomes for GLD at the end of EYFS	Increased percentage of pupils eligible for PP achieve GLD and prime learning goals. 2018: FSM - 63% GLD, in school gap of 13% in prime areas
B.	To continue to close the gap in phonics in Y1 for disadvantaged/PP children	Gap between school and national is narrowed in year 1 and year 2 and the gap for groups –boys and disadvantaged (2018) In Y1 64% of disadvantaged and 57%, boys meet standard in phonics
C.	Improved outcomes at expected/greater depth for PP children in reading writing and maths in KS1.	To close the gap between school and national in Reading (8.8%), writing (8.8%) and maths (9.4%) at KS1 to less than

D.	To ensure that PP pupils in higher prior attainment (PAG) groups at the end of KS1 and end of EYFS maintain higher levels at the end of each year and in particular at the end of KS2.	To ensure that PP children in higher attainment groups continue to work and achieve at this level throughout the school. To improve attainment at greater depth for disadvantaged pupils in line with National in KS1 and 2 and exceeding in EYFS
E.	Improved attendance and persistent absence rates for all groups especially PP/ disadvantaged	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 94.7%
F.	PP children have access to programmes to raise self-esteem, ensure emotional wellbeing, and readiness to learn. Children's wellbeing and resilience improves through strong supportive relationships with peers and adults.	Children who access self-esteem/play therapy programmes show positive impact from the programme from school data, pupil voice and adult/parental feedback.
G.	PP children and their families have access to any resources or support required to ensure their children are ready for school and the day ahead including breakfast club, fairshare, uniform, school family support worker etc.	Pupil premium children are able to fully access the curriculum and show positive attitudes to learning and make good or better progress. Any barriers to their learning are removed or reduced.
H.	Through individual or group subsidies the first hand experiences of PP children are broadened through trips, residential visits, visitors, enrichment activities and cultural experiences etc.	PP children are able to broaden their first hand experiences and have full access to broad and balanced curriculum.

3. Planned expenditure					
Academic year	2018/9				
Raising attainment in reading writing and maths	Acquiring effective materials	Improving attendance and punctuality		Enrichment	
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	Rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
A To continue focus on prime learning goals to ensure readiness for learning. Increase the number of children achieving a GLD	Small class sizes in EYFS to develop quality language and questioning in EYFS. High quality learning environment across EYFS	Baseline and data on entry shows that the children enter well below age related expectation. To improve the quality of opportunity for mathematical and literary learning in the	Regular half termly monitoring of progress of children through development matters. Termly/half termly SLT pupil progress meetings	E Stalker G Doherty	£53,038

	<p>Consistent approaches to behaviour leadership</p> <p>Staff CPD to ensure excellent teacher subject knowledge</p>	<p>outdoor environment</p> <p>Staff to engage with training delivered by external consultant to develop behaviour support plans for individual children.</p> <p>Increasing numbers of PP children are entering school with SEMH issues with external support or early help assigned to the family. This can impact upon behaviour and their readiness to learn</p>			
<p>C Improved outcomes at greater depth for PP children in maths in KS1 and 2</p>	<p>Implementation of maths mastery to improve attainment at the higher levels in maths</p> <p>Excellent staff CPD through LINK for Maths</p> <p>Practical maths resources purchased to support manipulation of numbers and mathematical thinking</p>	<p>Evidence: See data above</p> <p>All staff trained in maths mastery programme to raise attainment at higher levels in mathematics</p>	<p>maths coordinators to monitor progress of disadvantaged groups in maths.</p> <p>Beginning and end data from intervention analysed for progress</p> <p>Termly data collection analysed by class teachers/ SLT/maths coordinator</p> <p>SLT progress meetings to target progress and attainment of disadvantaged in maths</p> <p>Professional discussions in school and across network of school – what does GDS look like?</p> <p>Standardisation meetings to take place in school and across network/LA</p>	<p>SENCO T Cotton N Coulson</p>	<p>£12,092</p>
<p>D To continue to close the gap between PP children and national others in reading, writing, EGPS and maths at KS2</p>	<p>Online resources (POBBLE) to support writing development and teaching.</p>	<p>Evidence: KS2 writing results 2018 show improvement overall and are in line with national</p> <p>Access to Aspirational examples of writing at each year group. Children can publish their own writing giving them purpose for writing. Provides opportunities for whole class up-leveling of work</p>	<p>Literacy coordinator to gather feedback from staff on Pobble resource.</p> <p>Monitor children's writing data NFER results show progress from baseline.</p> <p>Tracking children's progress in writing through in house/LA moderation and standardisation</p> <p>Collecting pupil voice about enjoyment of texts</p>	<p>L Burns T Cotton</p> <p>SLT</p>	<p>£36.991</p>

D Improved outcomes at greater depth for PP children in RWM in KS2	<p>Small class sizes in KS2</p> <p>Additional Y6 teacher to support PP children through targeted teaching of English and maths</p> <p>Staff to access high quality CPD for Maths and English through LINK</p>	<p>Evidence: See KS2 data above</p> <p>Small group differentiated teaching across year 6 supports accelerated learning of PP pupils to reach expected standards at end of key stage</p>	<p>Targeted children tracked through entry and exit data for maths and English.</p> <p>PP meetings held at class level to focus on progress of Disadvantaged in literacy within smaller classes</p>	SLT SENCO – Mrs Brown	
H Through individual or group subsidies the first hand experiences of PP children are broadened through trips, residential visits, visitors, enrichment activities and cultural experiences etc.	Music and brass lessons from specialist teacher including guitar lessons in years 4 and 5	<p>Music lessons develop concentration and listening skills in children. It can also develop a love and appreciation of music which will hopefully be a skill for life.</p> <p>All pupils access high quality music lessons. Children have the opportunity to learn to play a musical instrument (guitar)</p>	<p>Year group teachers with support of specialist music teacher assess knowledge of music on termly basis.</p> <p>Children perform for parents regularly and at prize day in summer term.</p> <p>Outcomes will be reported in subject leader report for music.</p>	B Whittaker	£5,166
Total budgeted cost					£107,287

ii. Targeted support					
Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
C Accelerate progress of targeted pupils in reading ensuring gap in reading in KS1 is maintained.	Reading recovery 1:1 reading intervention aimed at Y1	Historic data has shown that pupils who access this intervention are able to make on average 18 months progress. Data shows that this intervention has ensured school has closed in school gaps in reading in KS1	High quality teaching will be from Reading recovery trained teacher. On entry and exit data from intervention will be monitored Half termly by RR lead. Assessments will be monitored by the Literacy coordinator and SLT.	C Bowcock	£7,264

B To continue to close the gap in phonics in Y1/Y2 for disadvantaged/PP children	Small group, high quality teaching of daily phonics with support of 2 additional RR teachers -	Evidence: See data above Accelerated teaching in small, differentiated groups. Regular assessments and regrouping when necessary to support children's learning Staff training and monitoring to ensure high quality teaching of phonics in all groups	Monitoring of progress of PP children half termly through assessments and phonics tracker PP children to achieve phonics test Regular tracking and assessment to ensure children accessing correct level of differentiated teaching	C Bowcock	£166
D To ensure we continue to close the gap between PP children and national others in reading, writing, phonics and maths at KS1.	Additional support of RR teacher within KS1 Targeted high quality interventions (EEF) to support maths for PP/LA children	Historic data has shown that pupils who access these interventions are able to make on average 18 months progress . Data shows that these interventions have ensured school has closed in school gaps in mathematics and reading	High quality teaching will be from Reading recovery teacher Sandwell Test will be used to measure on entry and exit data from intervention. Half Termly assessments will be monitored by the SLT	J Brown L Roberts C Bowcock LSAs Abbie Bernie	£67588
D To continue to close the gap between PP children and national others in reading, writing, EGPS and maths at KS2	Additional 1-1 /small group support for PP children with SEN Targeted interventions recommended by EEF for literacy and maths across KS2 Numbers Count 1stclass@arithmetic	2 KS2 LSAs trained in maths interventions for Y3, 4 (Success@ arithmetic and 1st class@ number 2) to help plug gaps in PP children's learning and improve confidence in maths 1 LSA trained to deliver English intervention in Y5 (Catch up@ Literacy) to improve confidence in English of PP /LA children Intervention from trained teaching assistants in small groups or one to one ensures children can reach their full potential and make accelerated progress	All interventions are taught by trained teaching assistants. All Interventions have on entry and exit data to measure impact using Sandwell Test	SENCO TD/CC/CG/CS	
Total budgeted cost					£75,017
Other approaches					
Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
E To promote and Improve attendance and Punctuality of targeted Pupils. Increase attendance for Pupil Premium pupils	Additional hours given to increase learning mentors time to focus on early intervention with attendance Additional EWO time purchased	Attendance data for FSM/Ever6 -94.7% target 97% Learning mentors to lead Improvement in attendance of PP families in EYFS Improve attendance of PP children through monitoring and early help and support	Daily and weekly and half termly monitoring of attendance overseen by head teacher.	A Southworth D Finnigan HT EWO	£17,666

to at least 97%	Attendance initiatives reviewed to ensure maximum impact	<p>Reduced PA's of PP children</p> <p>Learning mentors to lead whole school incentives for attendance and punctuality. to support schools, drive to improve attendance and punctuality rates of PP/disadvantaged children</p> <p>EWO to target potential PA families for home visits, school support</p>			
G PP children and their families have access to any resources required to ensure their children are ready for school and the day ahead including breakfast club, fairshare, uniform etc.	All PP children and PA families have access to a full/partially subsidised breakfast club	<p>All targeted children offered opportunity to access after school and breakfast club.</p> <p>Attendance at breakfast club ensures children have eaten breakfast and are punctual for school. Also encourages readiness to learn and positive learning behaviours</p> <p>Attendance at breakfast club support attendance and punctuality initiatives</p>	Head teacher and extended schools' manager will ensure that targeted families are aware of support available and monitor uptake and involvement	D Finnigan HT	£1,600
A C D Improved outcomes at expected/greater depth for PP children in reading writing in KS1/EYFS/KS2	<p>Class reading/picture books purchased so each child has their own copy. Books donated to all EYFS/KS1 children at end of unit of work.</p> <p>KS2 books kept to facilitate reading of class novels</p>	<p>Evidence: see data above for KS1 reading and writing</p> <p>The picture book is the basis of reading and writing focus for the unit of work developed with home and school interests of children. The children have their own copy so that it can support home reading and increase parental involvement.</p> <p>Develops reading for pleasure in all groups and gives PP children access to high quality text.</p>	<p>Book scrutiny of writing and electronic workbook evidence of topic writing and reading</p> <p>Monitoring of PP children's reading Monitoring of Reading records</p> <p>Tracking progress of PP reading and writing.</p> <p>Collecting pupil voice about their experiences of reading in school.</p> <p>Report to governors of impact of initiative</p>	L Burns SLT	£2,016
H Through individual or group subsidies the first hand experiences of PP children are broadened through trips, residential visits, visitors, enrichment activities and cultural experiences etc.	Targeted children to access curriculum enrichment activities at subsidised cost /no cost	This ensures equality of opportunity offered to all children ensuring economic disadvantage will not prevent involvement in residential activity or curriculum enrichment activity	Trips and visits coordinator will monitor uptake to ensure that non- attendance is not due to financial restraints.	T Cotton	£3,380

G PP children and their families have access to any resources required to ensure their children are ready for school and the day ahead including breakfast club, fairshare, uniform etc.	PP /disadvantaged children have access to subsidised /free uniform, fairshare products, essential equipment for school or for curriculum enrichment activity	To ensure that PP children are not excluded from any activity due to financial circumstances and come to stress free and school ready to learn	Learning mentors and Head teacher to ensure vulnerable families are targeted for this support Report to governors annually	D Finnigan A Southworth C Sergeant T Cotton	£ 6,100
	PP/disadvantaged children and families have access to school family support worker	To ensure that any barriers to the child's learning and wellbeing re removed or reduced with support from a professional family worker To ensure that the family are accessing any support available within the community or benefits system	SFSW report midway and at end of placement Clear objectives set by family and SFSW following referral by school Report to governors on levels of support provided	L Mentors Head SENCO	
F PP children have access to programmes to raise self-esteem, ensure emotional wellbeing, and readiness to learn. Children's wellbeing and resilience improves through strong supportive relationships with peers and adults.	PP children have access to Play therapy, Good to be Great, R Time when required	Children who access self-esteem/play therapy programmes show positive impact from the programme from school data, pupil voice and adult/parental feedback	Staff referrals are overseen by SENCO, Pupil voice and parental voice feedback , Targets are shred with teachers so that they can feedback on impact in the classroom. Practitioners feedback. R-time use on entry and exit data using Boxall profiling.	J Brown	£20,672
Improved performance in prime learning goals and outcomes for GLD at the end of EYFS	Increasing parent participation and support in order to give parents the skills and confidence to support their child's learning in EYFS and beyond	Research shows that children learn best with parental support and encouragement	Feedback to governors on impact of parents groups Parents voice	C Bowcock	£300
D To continue to close the gap between PP children and national others in reading, writing, EGPS and maths at KS2	EMTAS specialist teacher to support children and families with basic English and communication skills.	School evidence shows that when families learn English together their children will make better progress with English.	Monitoring of progress of EAL/ PP children as a group by teachers and SLT in Progress meetings.	J Brown EMTAS	£2455
	Software packages to support tracking and monitoring of progress and attainment of PP children	Last year 12 EAL children completed English Speaking Board qualification	SENCO to track progress of group and to target support of EMTAS teacher		£5,835
Total budgeted cost					£58,423
Total Planned PP expenditure					£242,327

4. Review of expenditure				
Previous Academic Year		2017-2018		
Quality teaching for all				
Desired Outcome	Chosen action	Estimated impact	Lessons learned	cost
A To continue focus on prime learning goals to ensure readiness for learning. Increase the number of children achieving a GLD	Small class sizes in EYFS to develop quality language and questioning in EYFS. High quality learning environment across EYFS Consistent approaches to behaviour leadership	GLD 2018 64.9% (+7.5%) GLD DA- 2018 56% (+36%) Strong increase on 2017. 5/9 PP children made GLD 56% of PP children made GLD from low baseline data on entry. Most PP children made more than expected progress by summer 17 (in house data).	Successful approach, which will continue next year.	£43,737
B To continue to close the gap in phonics in Y1/Y2 for disadvantaged/PP children	Small group, high quality teaching of daily phonics with support of 2 additional RR teachers	64% pupil premium passed phonics screening in Y1 89% Y2 pupils have passed phonic screening. Gap with national closed all pupils closed by Y2 In school data shows all PP children made expected or better progress in reading	Successful approach – pupil mobility impacted upon overall achievement of cohort in Y1 Fluid teaching groups and regular assessment to ensure children were being taught at the correct phase was successful.	£18,565
D To continue to close the gap between PP children and national others in reading, writing, EGPS and maths at KS2	Reading for reasoning project – resources	84% DA children achieved reading at expected level .28% DA children achieved GD in reading. Gap closed with all pupils nationally. Result shows increase on 2017 by 20% for DA at expected level	Successful approach which will continue in Y5/6 to support targeted teaching	£19,560
	Small class sizes in KS2 Additional Y6 teacher to support PP children through targeted teaching of English and maths	68% DA children achieved RWM at expected+ level 2018. This is an increase of 18% on 2017 80% DA children achieved expected standard in EGPS		

		36% DA achieved greater depth in EGPS. The school as closed the gap with national all pupils		
H Through individual or group subsidies the first-hand experiences of PP children are broadened through trips, residential visits, visitors, enrichment activities and cultural experiences etc.	Music lessons from specialist teacher including guitar lessons in years 4 and 5	Music continues to be taught to across the school and in school data shows. All year 4 children (including PP) learnt how to play the guitar to foundation level for 1 year and performed a concert for their peers	Continue this strategy to ensure all children access high quality music teaching and have the opportunity to learn an instrument	£5,812
Targeted Support				
Desired Outcome	Chosen action	Estimated impact	Lessons learned	cost
C Accelerate progress of targeted pupils in reading ensuring in school closure of gap in reading in KS1 is maintained.	Reading recovery 1:1 reading intervention aimed at Y1	66.7% of DA children achieved expected+ in reading and were supported by reading recovery intervention. School has closed the gap in KS1 reading for DA children/national all pupils	Reading intervention programme to continue targeting KS1 to ensure early intervention and support	£4247
C Improved outcomes at expected/greater depth for PP children in reading writing and maths in KS1.	Targeted high-quality interventions (EEF) to support maths for PP/LA children Additional support of RR teacher within KS1	61% DA pupils achieved expected standard for RWM combined which is a 30% increase on 2017 outcomes. School has closed the gap (RWM) in KS1 for DA children	Targeted maths interventions expanded across KS1 with specialist training for LSAs to ensure high quality delivery Precision teaching to continue due to measured impact	£52,245

D To continue to close the gap between PP children and national others in reading, writing, EGPS and maths at KS2	Numbers Count 1:1 maths intervention aimed at Y5 – PP/Vulnerable group identified by school	76% of DA children achieved expected standard in maths 2018. This is a 12% increase on 2017 outcomes and school is closing the gap for DA children which has reduced to 4% in 2018 Progress of children who have accessed Numbers Count 5 pupil premium children accessed our Numbers Count intervention this year and 100% made accelerated progress: an average improvement of 41 months from their starting points	Reading recovery/Numbers count/First class @ number. and other targeted interventions to continue to continue in school	£67,812
	Additional 1-1 /small group support for PP children with SEN Targeted interventions recommended by EEF for literacy and maths across KS2	All PP children who had targeted intervention support from Numbers Count/ Success@Arithmetic made accelerated progress in mathematics. Targeted support for pupil premium children within precision teaching for spelling; also made at least good progress from their starting point. Some making even better/accelerated progress.		
Other Approaches				
Desired Outcome	Chosen action	Estimated impact	Lessons learned	cost

<p>E To promote and improve attendance and punctuality of targeted pupils.</p> <p>Increase attendance for Pupil Premium pupils to at least 97%</p>	<p>Additional hours given to increase learning mentors time to focus on early intervention with attendance</p> <p>Additional EWO time purchased</p> <p>Attendance initiatives reviewed to ensure maximum impact</p>	<p>All targeted PP children were on the persistent absentee register in September 2017. Additional support and monitoring from EWO and learning mentors made significant improvements on their attendance.</p> <p>Case study evidence PP attendance improved from 2017</p>	<p>This initiative will continue next year</p>	<p>£17,194</p>
<p>G PP children and their families have access to any resources required to ensure their children are ready for school and the day ahead including breakfast club, fairshare, uniform etc.</p>	<p>All PP children and PA families have access to a full/partially subsidised breakfast club</p>	<p>During 2017-18 - 83 Pupil Premium children access subsidised or fully funded breakfast club each week.</p> <p>Children's attendance and readiness to learn improves</p> <p>Families feel supported knowing children have had a good breakfast and a settled start to their school day</p>	<p>This initiative will continue next year</p>	<p>£2520</p>
<p>A C D Improved outcomes at expected/greater depth for PP children in reading writing in KS1/EYFS/KS2</p>	<p>Class reading/picture books purchased so each child has their own copy. Books donated to all EYFS/KS1 children at end of unit of work.</p> <p>KS2 books kept in order to facilitate reading of class novels</p> <p>Reading for reasoning project resources</p>	<p>Attainment in reading across all key stages has improved on 2017 figures.</p> <p>Early data shows that the school reading progress score is -0.12 which is a gap of -0.40 with national others. School is closing the gap</p>	<p>This initiative will continue next year</p>	<p>£2250</p>
<p>H Through individual or group subsidies the first-hand experiences of PP children are broadened through trips, residential visits, visitors, enrichment activities and cultural experiences etc.</p>	<p>Targeted children to access curriculum enrichment activities at subsidised cost /no cost</p>	<p>During 2017/18 - 357 pupil premium children benefitted from full or partial financial subsidy this ensured that pupil premium children have full access to curriculum enrichment opportunities.</p>	<p>next year</p>	<p>£4351</p>

<p>F PP children have access to programmes to raise self-esteem, ensure emotional wellbeing, and readiness to learn. Children's wellbeing and resilience improves through strong supportive relationships with peers and adults.</p>	<p>PP children have access to military school, play therapy, Good to be Great, R Time when required</p>	<p>Targeted pupil premium children received positive reinforcement, experienced success, developed resilience and a readiness to learn.</p>	<p>Military school will not continue next year. Play therapy, R time and good to be good projects will continue</p>	<p>£19,276</p>
<p>D To continue to close the gap between PP children and national others in reading, writing, EGPS and maths at KS2</p>	<p>EMTAS specialist teacher to support children and families with basic English and communication skills.</p> <p>Software packages to support tracking and monitoring of progress and attainment of PP children</p>	<p>12 children with English as an additional language achieved an English-Speaking Board qualification</p>	<p>This work will continue this year especially the ESB qualification at the different levels</p>	<p>£7,399</p>
<p>G PP children and their families have access to any resources required to ensure their children are ready for school and the day ahead including breakfast club, fairshare, uniform etc.</p>	<p>PP /disadvantaged children have access to subsidised /free uniform, fairshare products, essential equipment for school or for curriculum enrichment activity</p>	<p>School data- Pupil voice and parent voice</p>	<p>Continue next year to support children's readiness to learn, self-esteem and well-being.</p>	<p>£5,891</p>
	<p>PP/disadvantaged children and families have access to school family support worker</p>	<p>School data-Pupil voice and parent voice</p>	<p>Very successful especially with home support for hard to reach PP families or families in crisis</p>	

5. Additional detail

- The school is in one of the most deprived areas in the country and in the most deprived areas of Liverpool. 45% of our pupils are classed as disadvantaged which although higher than national levels is low given what we know about our families. As a result, an internal system has been developed to track as a unique group, outcomes for “vulnerable families/pupils. This group includes asylum seekers who are not yet able to access benefits.
- In 2017 15% of our pupils are EAL and 20% of our families are from minority ethnic groups, which includes a significant influx of Asylum seekers who are newly arrived to the UK. This has been a significant change to our school population over the last 4 years. In 2018 however, asylum seeking families were relocated due to changes in government accommodation changes. This led to mobility issues across specific cohorts in 2018 data
- 20% of pupils (73 children) have SEN support with 25% of them having been identified as having a speech, language and communication need. 37% of this group have Social emotional and mental health problems and 35% have cognition and learning with a majority having dyslexic tendencies or diagnosis. There is currently one pupils with an EHC plan and 1 EHC plan pending assessment
- In order to provide our pupils with the best possible education we have invested in a dedicated pastoral team consisting of Inclusion leader, Attendance Officer and Pastoral Manager. The Inclusion leader is a member of the schools Leadership Team. The school has also developed its own R-Time team to support targeted children with Social and emotional challenges which impact upon their readiness to learn at the start of the day.
- The Head teacher is the nominated pupil premium leader. We have also a nominated pupil premium governor who took this role in September 17