

Abbey Hill Primary and Nursery School Pupil Premium Strategy Statement 2017 - 18

1. Summary information					
School	Abbey Hill Primary and Nursery School				
Academic Year	2017 - 18	Total PP budget	£158,400 F2 to Y6	Total spent	£191,403
			120 pupils x £1320	Additional funding from school budget	£33,003
Total number of full time pupils	221 F2 to Y6	Number of pupils eligible for PP	120 pupils in F2 to Y6, 55% of pupils are eligible for PP funding from the January census. The actual number of PP pupils in school is 135, 61%	Date for final internal review of this strategy	July 2018
EYFS part time pupils	<p>Early Years PP funding for F1 pupils is £302.10 per pupil 53% of pupils in F1 are eligible for the EYFS PP funding (18 out of 34 pupils) Estimated total for the year - £7764 This figure does not including pre-school pupils as there is no PP funding for this age group, though all pupils entitled to a funded pre-school place are disadvantaged. Currently 22 out of 24 pupils are entitled to funded places, 92%.</p>				

2. Current attainment in school		
Y6 data at the end of July 2018 (24 pupils, 16 PP and 8 non PP) 67% PP pupils	Pupils eligible for PP	Pupils not eligible for PP (school)
% achieving the expected standard in reading, writing and maths	63%	38%
% achieving the expected standard in reading	69%	50%
% achieving the expected standard in writing	88%	63%
% achieving the expected standard in maths	88%	63%

3. Barriers to future attainment for pupils eligible for PP	
In-school barriers	
A.	Disadvantaged pupils' speech and language skills are very low on entry to pre-school and Nursery. This slows their progress in many areas of learning into KS1 and beyond.
B.	Disadvantaged pupils enter the Foundation Stage with poor physical skills and limited experience of the world, either first hand or through books. This has a significant effect on their ability to write, in both physical handwriting and composition and slows their progress into KS1 and beyond.

C.	Many disadvantaged pupils require on-going additional support to acquire and retain key skills and concepts in reading, writing and maths in order to broaden their choices in life	
D.	Higher ability disadvantaged pupils require additional support in order to make the necessary progress to achieve the higher standard	
External barriers		
E.	Disadvantaged pupils have limited experience and knowledge of their own community and the wider world. This has a significant impact on their vocabulary, comprehension skills and ability to be creative writers that is required to access the curriculum.	
F.	Disadvantaged pupils enter pre-school at significant risk of delay in all the Prime and Specific Areas of Learning. Many miss the crucial developmental milestones due to limited experiences as a baby and toddler. Many pupils enter F1 and F2 at significant risk of delay in all areas which for many pupils continues to impact their learning as they move through school.	
G.	The attendance of disadvantaged pupils is in line with that of other pupils but there are more disadvantaged pupils who are persistent absentees.	
H.	Disadvantaged pupils' knowledge of the social conventions of language is limited and some families are not able to help their children gain these skills. Some pupils also struggle with expressing their feelings and emotions and managing social situations and relationships.	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
1.	To improve progress and attainment in writing for disadvantaged pupils across school (link to priority 1 in the SDP)	Disadvantaged pupils' work shows evidence of improved sentence structure, wider use of adventurous vocabulary, application of age related grammar elements and extended independent writing.
2.	To improve the attainment and progress of disadvantaged pupils in KS2 in reading and maths	Intervention data shows disadvantaged pupils make accelerated progress through the book bands and in their comprehension skills. Maths intervention data shows gaps in pupils' key learning are closing. HA disadvantaged pupils are on track to achieve the higher standard.
3.	To improve pupils' speech, language and communication skills across the Foundation Stage, KS1 and KS2 (link to priority 2 in the SDP)	Disadvantaged pupils in FS make accelerated progress of at least 4 bands in speaking, listening and understanding across three terms. The proportion of disadvantaged pupils meeting age related expectations in C&L increases. Targeted pupils in KS1 and 2 make progress through the school's C&L assessment toolkit.
4.	To decrease the proportion of disadvantaged pupils who are persistent absentees and maintain the gains made in the attendance of disadvantaged pupils last year	Overall attendance for disadvantaged pupils is in line with the school's target of 96%. The percentage of disadvantaged pupils who are persistent absentees reduces from 10.3% to close to, or below the national average of 8.8%

Pupil Premium Action Plan 2017 – 18 Planned Expenditure

Action or approach	Allocated funding	New or continued	Targeted groups	Intended outcomes (impact on attainment)	Staff lead	Evaluation methods
<p>To provide support to pupils individually and in small groups to improve communication and language skills. One TA in FS and one in KS1 and KS2.</p> <p>To provide fortnightly interactive music sessions with an external provider incorporating action songs, rhythm and pitch work and exploration of instruments.</p> <p>To train a TA in the ELKANS speech and language course to support PP pupils in FS</p> <p>A, B, E and F</p>	<p>SW £27,798 HCH am £9692 VW £10,444 £125 x 12 sessions £1500 £395</p>	<p>Continued and extended</p> <p>New</p>	<p>PP pupils in F1&2 with very low attainment on entry</p> <p>Individual PP pupils in KS1 and KS2 who are falling behind due to speech and language difficulties</p>	<p>High staffing levels address low attainment on entry through structured play, a focus on physical development through the FS writing project and support for Communication & Language skills</p> <p>Pupils in FS make accelerated progress through the ages and stages in Communication & Language</p> <p>Pupils working on individual speech and language programmes make good progress through their objectives</p> <p>Music sessions increase children's confidence, stimulate imagination, improve speech & language development and rules of early communication, build social skills, improve balance and coordination and develop self-expression</p>	<p>Inclusion Leader</p>	<p>F1 termly data F2 half termly data Evaluation reports re music sessions SALT TA reports</p>
<p>To accelerate the progress of PP Y5 and 6 pupils in maths through needs led individual, pairs and small group teaching, consolidating work or moving learning on</p> <p>C and D</p> <p>To support Y6 PP pupils in English in small groups focussing on accelerating learning in particular aspects of grammar for writing</p> <p>B, C and D</p>	<p>£24,664</p>	<p>Continued</p>	<p>PP pupils in KS2 achieving below age related expectations</p> <p>PP pupils in Y6 achieving below age related expectations</p> <p>HA Y6 PP pupils</p>	<p>Targeted pupils make accelerated progress as the gaps in their learning are filled. HA pupils acquire higher order maths skills and can apply these skills when reasoning</p> <p>Pupils become more fluent in composition and can write at the expected and higher standard</p>	<p>HT</p>	<p>Half termly data review</p> <p>End of KS2 results</p>
<p>To accelerate the progress of disadvantaged pupils in maths in Y6 (then Y5) by filling the gaps in their learning through an individual weekly tutor led IT session – 3rd Space Learning</p> <p>C and D</p>	<p>£4180</p>	<p>New</p>	<p>PP pupils in Y6 (Y5 in summer 2018) who have identified gaps in their learning incl HA pupils</p>	<p>Targeted pupils make accelerated progress as the gaps in their maths learning are filled and achieve their targets</p>	<p>Maths leader</p>	<p>Termly intervention data School's assessment information</p>
<p>To accelerate the progress of disadvantaged pupils in KS1 through the</p>	<p>£12,224 AD</p>	<p>Continued with a</p>	<p>PP pupils achieving below</p>	<p>Targeted pupils make accelerated progress as the gaps in their maths learning are filled</p>	<p>HT</p>	<p>Half termly data review</p>

1stclass@number intervention and in KS2 through needs led individual and small group teaching based on the principles of 1stclass@number - TA led C		new focus	age related expectations			
To improve reading skills for PP pupils through guided reading sessions with a clear focus on comprehension and vocabulary skills To focus on higher achieving Y5 and 6 PP pupils using texts at the higher standard to understand vocabulary in context and support comprehension skills to ensure they achieve the higher standard To support PP LA and MA pupils to increase fluency and speed in reading and to develop comprehension skills including inference To increase the range and variety of book banded sets of books appropriate for guided reading in KS1 and 2 including picture books, tales from other cultures and classic tales To promote a culture of reading across school supporting the most disadvantaged pupils through competitions, books swaps, Christmas gifts and library reads To ensure targeted PP pupils have access to books at home through the Special Delivery scheme A, B, C, D and E	£6201 TG £1000 £700 £500	New New New Continued Continued New	PP pupils in Y1 to Y3	Pupils acquire fluency, can monitor and clarify their own reading for sense and can return and respond to the text for comprehension Pupils' vocabulary is wider and they can apply strategies to work out meanings of unknown words in context Pupils' speed and fluency improves and they can read and understand a variety of texts They make progress through the books bands Assessment information (including Rising Stars tests, PM benchmarking and Running Records) show an improvement in the comprehension skills and overall reading attainment of PP pupils A wide range of books broadens PP pupils' knowledge and vocabulary and engages their imagination and love of reading Pupils read for enjoyment and have access to high quality books Targeted pupils receive books at home regularly	HT Lead reading TA	Review of data at assessment points Observations of guided reading sessions
To accelerate the reading and writing progress of pupils who are falling behind age related expectations through a daily individual Switch On intervention To support staff knowledge through the LA Switch On training network (x 3 staff) A, B C and E	LD pm £12,224 HCH pm £8672 CPD cost £675	Continued		Pupils make accelerated progress through the book bands and the link between reading and writing is strengthened Pupils acquire a range of strategies to work out unknown words 60% of PP pupils targeted for intervention Staff are aware of the latest developments in the teaching of reading	HT Lead reading TA	Regular review of data and discussion of the selection of pupils Feedback from training and implementation

						of any changes
To support parents of PP pupils through structured conversations with teachers All relevant barriers	£4000 supply cover	New	All PP pupils' parents and carers	Teachers will have a deeper knowledge of PP pupils and can adapt teaching approaches in the light of this knowledge. Parents will have strategies to support their children at home.	HT	Feedback from staff and parents
To improve the attendance of targeted pupils and to support their families in getting children to school regularly and on time Attendance team - HT, C&FSW and office admin G and supports all other barriers	EY £5091	Continued and revised	All vulnerable or PP pupils with attendance below 95% and persistent absentees	Improved levels of attendance and punctuality for targeted pupils in 2017 – 18 so that the attendance of PP is at least 95% Persistent absenteeism for PP pupils is reduced from the 2016 figure of 18.3% to at least below 10%	HT	Weekly review by C&FSW and regular meetings of the attendance team
To support pupils in their writing and in Learning Challenge work by giving them wider experience of the world through half termly visits and visitors and programmes such as Forest Schools A, B, C, E, G and H	£4,000	Continued	Whole school focus targeted at PP pupils	First hand experiences enable pupils to understand, acquire and use vocabulary in context and to make links with topic work and to make quality final pieces of written work	DHT	Pupil interviews Work scrutiny Report to governors
To improve pupils' aspirations and knowledge of the world through guest speakers, visits and special events e.g. Nottingham University links, Enterprise week, World of Work week, visiting authors etc. E, G and H	£1,000	Continued	KS1 and KS2 focus	Pupils have an understanding of the world of work and know what opportunities are available to them Pupils hear real life experiences of success and understand about hard work, goals and overcoming barriers	DHT	Report to governors
To support the most socially and emotionally vulnerable PP pupils by giving them opportunities to talk, to understand and make sense of their situation and offering them nurture and resilience building activities A, B, E, F and H To support whole families with a wide range of issues including behaviour and routines at home, attendance, tenancy, debt management, domestic violence and food bank referrals to enable children to be happy and ready for learning when	£18,118 £31,825	Continued	Identified pupils in K1 and KS2	Pupils feel listened to, valued and cared for and their basic needs are met. They know there is someone there to look after them and this enables them to access their work in school more effectively Families feel well supported by the school and are in a better position to support their children's learning. Attendance improves and this has a positive impact on learning	HT C&FSW	Staff discussions Case studies

they arrive at school To offer identified PP pupils in behaviour and emotional well-being through the ELSA approach E, G and H	£300 staff CPD costs	New	Identified pupils in K1 and KS2	Pupils learn strategies to regulate their own behaviour and their emotional well-being improves leading to more positive approaches to and outcomes in learning		
To develop a range of life skills in targeted groups of HA PP pupils in KS2 through the Life Skills Framework D, E, G and H	£2000	New	HA KS2 PP pupils	Pupils begin to understand about money, earning, savings and how to manage a budget	HT	Life Skills Framework assessments
To subsidise Breakfast Club for vulnerable pupils G	£4200	Continued	Whole school focus targeted at PP pupils, vulnerable pupils and poor attenders	Pupils' well-being and safety are addressed, and they are at school on time, ready to learn and have had a healthy breakfast	HT	Termly review of numbers

Review of expenditure July 2018			
Academic Year 2017 – 18			
Desired outcome	Chosen action or approach	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)
3	<p>To provide support to pupils individually and in small groups to improve communication and language skills. One TA in FS and one in KS1 and KS2.</p> <p>To provide fortnightly interactive music sessions with an external provider incorporating action songs, rhythm and pitch work and exploration of instruments.</p> <p>To train a TA in the ELKANS speech and language course to support PP pupils in FS</p> <p>A, B, E and F</p>	<p>At the end of FS disadvantaged pupils have made good or outstanding progress in all areas of Communication & Language (4 EYFS stages or more is good, 5 is outstanding). The average point scores for disadvantaged pupils were:</p> <p>Listening and Attention 4.3 Understanding 4.5 Speaking 4.4</p> <p>Collaboration monitoring visits commented on the high quality of staff interaction with children across the unit.</p> <p>34 pupils were supported individually in SALT sessions, 85% of whom are disadvantaged. All pupils made progress in their particular areas of need and several were discharged from external agencies due to this. Detailed reports show what progress pupils have made</p>	<p>The focus on C&L in FS has accelerated progress for many disadvantaged pupils and will be continued next year, including staff CPD and partnership with external SALT services. School staff views confirm the benefits of partnership working with the NCC SALT services to meet pupils' needs. The acquisition of language for all pupils, particularly in FS and KS1 will remain a key focus next year</p> <p>The music sessions with an external provider have been very successful. They have played an effective part in the improvement of pupils' language and PSED skills and will continue next year.</p>

		<p>and how they will be supported next year. One TA completed the ELKANS course and will support pupils in KS1 next year when the impact of this training will be fully realised.</p> <p>Monitoring of external music sessions show sessions are well pitched to meet the needs of pupils and that the experience contributes significantly to the development of delayed speech and language skills. Structure and routines work very well for pupils and levels of engagement have increased step by step, leading to increased confidence and engagement. Pupils have also had opportunities to express themselves openly and be more creative than school staff expertise would allow.</p>	
2	<p>To accelerate the progress of PP Y5 and 6 pupils in maths through needs led individual, pairs and small group teaching, consolidating work or moving learning on C and D</p> <p>To support Y6 PP pupils in English in small groups focussing on accelerating learning in particular aspects of grammar for writing B, C and D</p>	<p>End of KS2 data shows 88% of disadvantaged pupils achieved the expected standard in maths, 88% in writing and 69% in reading compared to other pupils' attainment of 63% in maths, 63% in writing and 50% in reading. Disadvantaged pupils performed better than other pupils in all areas.</p> <p>Provisional LA progress values suggest disadvantaged pupils achieved an average progress score of +0.1 in reading, +1.2 in writing and +1.3 in maths. Provisional progress scores for higher ability disadvantaged pupils are +2.4 in reading, +6 in writing and +3.39 in maths.</p> <p>Pupils in Y5 accessing the maths intervention are making good or accelerated progress in filling gaps in their learning from previous year groups.</p>	<p>These approaches are effective in identifying and teaching to the gaps in pupils' learning in maths. They are specific to each pupil's needs addressed individually or in small groups. Maths interventions will continue next year focussing on disadvantaged pupils in Y6 in the first instance. English interventions will be implemented where staffing levels allow.</p>
2	<p>To accelerate the progress of disadvantaged pupils in maths in Y6 (then Y5) by filling the gaps in their learning through an individual weekly tutor led IT session – 3rd Space Learning C and D</p>	<p>This new intervention engaged the vast majority of pupils well and after-school attendance was high. 88% of disadvantaged pupils achieved the expected standard in maths. Of the three pupils who achieved the higher standard, two were disadvantaged.</p>	<p>This approach will continue next year. It worked best where individual teachers monitor objectives weekly for pre and post teaching, filling gaps in understanding or where there are misconceptions. The subject leader will ensure this takes place this year.</p>

2	<p>To accelerate the progress of disadvantaged pupils in KS1 through the 1stclass@number intervention and in KS2 through needs led individual and small group teaching based on the principles of 1stclass@number - TA led</p> <p>C</p>	<p>83% of pupils on this intervention were disadvantaged. Progress over the 12 week intervention varied between 5 months and 20 months. Two particularly vulnerable pupils, both on Child Protection, made just over 3 months progress despite unavoidable absences.</p>	<p>This intervention will continue due to the accelerated progress of pupils. It will focus mainly on KS1 and lower KS2 pupils.</p>
1 and 2	<p>To accelerate the reading and writing progress of pupils who are falling behind age related expectations through a daily individual Switch On intervention.</p> <p>To support staff knowledge through the LA Switch On training network (x 3 staff)</p> <p>A, B C and E</p>	<p>75% of pupils accessing Switch On were disadvantaged. Progress measures by July 18 show that all pupils made accelerated progress through the book bands. Average progress for pupils accessing the 12 week intervention is 10.7 book levels. Average progress for pupils accessing a 4 to 6 week intervention in the summer term is 4 book levels.</p> <p>One parent also took part in a Switch On intervention to improve her own Literacy levels. She made rapid progress through the book levels and is better able to support her own children in reading at home.</p> <p>The culture of reading remains strong in school and the recent Ofsted inspection (June 2018) acknowledges this "You have encouraged a love of books and reading. Pupils say they enjoy reading because "you can go to different worlds..... Pupils (in KS1) read confidently and accurately, with a good understanding of the text""</p>	<p>Data shows the Switch On reading intervention and the school's own mini Switch On version are effective for all pupils. Funding has been allocated for three TAs to run this intervention again next year.</p> <p>In the autumn term 2018 the ECaR teacher and an experienced Switch On TA will work with class teachers to support disadvantaged pupils in the low achieving Y1 cohort, with a particular focus on reading. Both will run daily interventions based on ECaR principles but adapted by the school to meet the needs of MA and LA pupils.</p> <p>The LA termly training sessions are very useful in developing individual good practice and keeping up to date with research into the teaching of reading and will continue next year.</p>
1 and 2	<p>To improve reading skills for PP pupils through guided reading sessions with a clear focus on comprehension and vocabulary skills</p> <p>To focus on higher achieving Y5 and 6 PP pupils using texts at the higher standard to understand vocabulary in context and support comprehension skills to ensure they achieve the higher standard</p> <p>To support PP LA and MA pupils to increase fluency and speed in reading and to develop comprehension skills including inference</p>	<p>Data shows at the end of KS2 31% of PP pupils achieved the higher standard in reading compared to 13% of other pupils.</p> <p>At the end of Y5 26% of PP were working at the higher standard compared to 22% of other pupils.</p> <p>Although LA pupils made accelerated progress, their limited vocabulary remains a barrier to learning, particularly in comprehension skills of inference and deduction.</p> <p>New books have engaged pupils well in reading and developed their knowledge of other cultures. Book swaps are well attended and, due to additional books</p>	<p>The focus on developing fluency, speed and vocabulary will continue both as whole class taught lessons and more individual interventions.</p> <p>The whole school reading culture is well embedded and will continue with new activities and ideas.</p> <p>The Special Delivery scheme will continue focussing on the most vulnerable pupils and those who report they have few or no books at home.</p>

	<p>To increase the range and variety of book banded sets of books appropriate for guided reading in KS1 and 2 including picture books, tales from other cultures and classic tales</p> <p>To promote a culture of reading across school supporting the most disadvantaged pupils through competitions, books swaps, Christmas gifts and library reads</p> <p>To ensure targeted PP pupils have access to books at home through the Special Delivery scheme</p> <p>A, B, C, D and E</p>	<p>added by the school, ensure more and high quality books get into pupils' homes. The latest Ofsted report (June 2018) commented on the school's excellent reading culture and the love of books and reading expressed by pupils.</p> <p>The Special Delivery scheme has been very successful – targeted pupils receive a book delivered to their house every month from the school. Books are chosen individually to appeal to pupils' interests and ability. Parents and children report how much they like and value this project.</p>	
1 - 4	<p>To support parents of PP pupils through structured conversations with teachers</p> <p>All relevant barriers</p>	<p>Staff gained additional knowledge of disadvantaged pupils and a wider picture of them outside of school life. They also built closer relationships with families particularly in establishing home school links, key in supporting behaviours and routines at home.</p>	<p>This new intervention will continue this year with targeted groups of disadvantaged families.</p>
4	<p>To improve the attendance of targeted pupils and to support their families in getting children to school regularly and on time</p> <p>Attendance team - HT, C&FSW and office admin</p> <p>G and supports all other barriers</p>	<p>Attendance for all pupils by the end of the year was 95.3%. This figure is for all pupils including two with chronic medical conditions, and one on Child Protection whose attendance is very low due to factors beyond the school's control.</p> <p>Attendance for disadvantaged pupils is 94%, including all three pupils above. The lowest attendance is in Y1 – averages for pupils in Y2 to Y6 increase to 94.9%.</p>	<p>Strategies put in place have been effective this year and the head teacher, C&FSW and office staff will continue to develop these.</p>
1 - 4	<p>To support pupils in their writing and in Learning Challenge work by giving them wider experience of the world through half termly visits and visitors and programmes such as Forest Schools</p> <p>A, B, C, E, G and H</p>	<p>Monitoring reports on the impact of trips show pupils particularly enjoy them because they are memorable, fun and they love learning things they wouldn't learn in school and experiencing activities they don't normally have chance to do. They also reported that they enjoyed writing more following a trip as they can use the extra facts and new knowledge they have learnt, they have a clear image of it in their head and they know more about a topic because they have experienced it.</p> <p>Reports also show the quality of written work in foundation subjects improved by the end of the</p>	<p>Educational visits extend pupils' knowledge and make learning real, leading to improved engagement. They extend pupils' vocabulary and lead to better outcomes in Learning Challenges. These are a major part of our curriculum provision and will continue next year.</p>

		<p>summer term and was more in line with the quality in Literacy books.</p> <p>Pupils engage well with visitors and are particularly well behaved on educational visits. It gives them a chance to feel proud to belong to the school.</p>	
2 - 4	<p>To improve pupils' aspirations and knowledge of the world through guest speakers, visits and special events e.g. Yes programme, Nottingham University links, Enterprise week, World of Work week, visiting authors etc.</p> <p>E, G and H</p>	<p>All classes take part in visits across the year and engagement levels are high. Enterprise Week was successful in engaging pupils in generating their own ideas and in helping them to understand about managing money and planning budgets.</p> <p>Visitors from World of Work week were well prepared and mostly engaging, and pupils were able to talk about different jobs they had never heard of and the skills they need to be successful in later life</p>	<p>The buzz that visitors and themed weeks create around school is palpable but it is difficult to say what real lasting effect they have.</p> <p>Pupils report they like having different people teaching them especially "real" authors and people who do different jobs e.g. the doctor and the engineer, which they had little knowledge of.</p> <p>These approaches have been embedded in the school's curriculum and will continue next year.</p>
1 - 4	<p>To support the most socially and emotionally vulnerable PP pupils by giving them opportunities to talk, to understand and make sense of their situation and offering them nurture and resilience building activities</p> <p>A, B, E, F and H</p> <p>To support whole families with a wide range of issues including behaviour and routines at home, attendance, tenancy, debt management, domestic violence and food bank referrals to enable children to be happy and ready for learning when they arrive at school</p> <p>To offer identified PP pupils in behaviour and emotional well-being through the ELSA approach</p> <p>E, G and H</p>	<p>Nurture sessions supported individual pupils well and they say they feel safe and secure and able to talk to adults in school. This was commented upon in the recent Ofsted report.</p> <p>75% of pupils accessing Lego Therapy were disadvantaged. This intervention has been a useful tool in showing pupils how to work collaboratively as part of a team. It works particularly well with ASD pupils because of its very structured approach.</p> <p>Drawing and Talking therapy focussed on the most vulnerable CP and LAC pupils, all of whom are disadvantaged. It enabled them to talk about their emotions and feelings in a safe, supportive environment.</p> <p>83% of pupils accessing ELSA were disadvantaged. Sessions focussed on developing and maintaining friendship skills in school and in sibling groups. Pupils love the time spent in ELSA and build a very supportive and open relationship with the TA. They struggle with some of the activities but their social skills show good progress over time.</p>	<p>All of these interventions will continue next year. They support the social and emotional well-being of vulnerable pupils enabling them to begin to understand and make sense of their own emotions through talk and play in a safe space. They contribute hugely to pupils' feelings of safety and security and enable many to access learning where they would have struggled to previously.</p> <p>The work of the family support worker is crucial in supporting vulnerable families. Parents trust and respect her, an attitude which remains even after difficult messages and conversations have been delivered.</p>
1 - 4	To develop life skills in targeted groups of HA	Pupils began to develop and use more sophisticated	These groups met the needs of differing groups

	<p>PP pupils in KS2 through the Life Skills Framework D, E, G and H</p>	<p>social literacy skills to debate concepts such as fairness in society and how to manage a personal budget. They shared different cultural traditions and developed a deeper understanding of a culture different to their own. Future Me club promoted a desire to aspire in future life and focussed on the achievements of women and a project on local MP Gloria del Piero. It culminated in a visit from Gloria with a Q and A session which proved to be inspirational and had a marked effect on the girls taking part.</p>	<p>of pupils and focussed on economic literacy (for HA PP pupils), cultural and social literacy and career aspirations. It widened their view the world, the possibilities beyond the local estate and the things they could achieve. This will continue next year when particular aspects of the Life Skills Framework will be taught to identified, targeted groups.</p>
<p>2 - 4</p>	<p>To subsidise Breakfast Club for vulnerable pupils G</p>	<p>Breakfast Club is calm and ensures pupils start the day with a healthy and varied breakfast. Several hard to reach families or families working with social care have accessed Breakfast Club at no cost. Events such as French Friday encourage disadvantaged pupils to widen the range and variety of food they eat.</p>	<p>This will continue as it meets the needs of many vulnerable pupils and their families. This will continue as It was successful in really focussing on the emotional needs and interests of targeted pupils.</p>