

# PUPIL PREMIUM STRATEGY STATEMENT: AMBLECOTE PRIMARY SCHOOL



## ACTION PLAN: 2019 - 2020

### 1. SUMMARY INFORMATION

School	Amblecote Primary School			Date of most recent PP Review	30 January 2020
Academic Year	2019-2020	Total PP Budget	£114980.00		
Total number of pupils	289	Number of pupils eligible for pp	87 (Inc 1 x Service child 1 x Adopted from Care Premium & 3x Looked After Premium)	Date of internal review of this strategy	September 2019
Total number of CLA pupils	2	Amount of PPG per pupil Service Children Adopted from Care Looked After Premium	£1,320 £300 £4140 £2300		

### 2. CURRENT ATTAINMENT FOR PUPIL PREMIUM PUPILS (PPP)

FOCUS	2016		2017		2018		2019	
School PPP % compared to National PPP %	SCH	NAT	SCH	NAT	SCH	NAT	SCH	NAT
Number of PPP in cohort	8		9		10		9	
<b>YEAR 1 Phonics</b>	100	83	56	84	90	85	56	82
Number of PPP in cohort	5		0		6		1	
<b>YEAR 2 Phonics re-check</b>	60		N/A		100		100	
Number of PPP in cohort	10		10		13		10	
<b>KS1 % achieving at least expected level in Reading</b>	50	78	70	79	62	79	60	78
<b>KS1 % achieving at least expected level in Writing</b>	50	70	60	72	62	74	50	73
<b>KS1 % achieving at least expected level in Maths</b>	50	77	80	79	85	80	50	79
Number of PPP in cohort	15		17		18		20	
<b>KS2 % achieving at least expected level+ in Reading, Writing &amp; Maths</b>	33	60	41	67	78	70	60	71
<b>KS2 % achieving at least expected level in Reading</b>	47	72	41	77	78	88	60	78
<b>KS2 % achieving at least expected level in Writing</b>	60	79	65	81	83	83	75	83
<b>KS2 % achieving at least expected level in Maths</b>	73	76	71	80	83	81	80	84
<b>KS2 % achieving at least expected level in Grammar, Punctuation &amp; Spelling</b>	60	78	59	82	78	82	60	71
ATTENDANCE (Whole school)								
<b>% of sessions missed due to overall absence</b>	4.2	4.00	4.6	4.0	4.7	4.2	4.2	3.9
<b>% of persistent absentees (absent for more than 10%)</b>	10.4	8.2	8.8	8.3	10.2	8.7	10	8.4

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### 3. BARRIERS TO FUTURE ATTAINMENT FOR PPP

- Attainment of reading and writing skills for PPP in Key Stage 1.
- Attainment of reading and writing skills for PPP in Key Stage 2.
- The attendance of disadvantaged pupils.
- The emotional well-being of a proportion of our PPP.
- Lack of opportunities and aspirations of a proportion of our PPP.

### 4. DESIRED OUTCOMES

	Desired Outcomes	Success Criteria
1	To improve the attainment and ensure accelerated progress in Reading for <ul style="list-style-type: none"> <li>• Year 1 pupils who left Reception as Emerging (1) in Reading.</li> <li>• Year 2 pupils who left Year 1 as working below the end of year expectations in Reading.</li> </ul>	80% of identified PPP make more than expected progress in reading as a result of their target support / intervention. (Expected progress means the gaps between the child's reading age and chronological age diminishes)
2	To improve the attainment and ensure accelerated progress in Writing for <ul style="list-style-type: none"> <li>• Year 1 pupils who left Reception as Emerging (1) in Writing.</li> <li>• Year 2 pupils who left Year 1 as working below the end of year expectations in Writing.</li> </ul>	80% of identified PPP make progress in writing from their starting point, as a result of their target support / intervention.
3	To maintain and improve the outcomes of PPP in the Year 1 Phonics Screen and the Year 2 Re-check.	Increase seen in the number of PPP achieving the expected standard throughout the year (with internal phonics checking) and in June 2020 with the published phonics check.
4	To provide targeted support for PPP who are behind in their reading in KS2.	80% of identified PPP make more than expected progress in reading as a result of their target support / intervention. (Expected progress means the gaps between the child's reading age and chronological age diminishes)
5	To provide targeted support for PPP who are behind in their writing in KS2.	80% of identified PPP make progress in writing from their starting point, as a result of their target support / intervention.
6	To provide high quality whole class texts and to increase the volume of reading resources to enable more books to go home to support families of PPP.	All PPP have access to their own personal copy of the whole class text / book (on loan for the term) Librarian to take the PPP to the school library fortnightly to select Reading Champion books and other books of interest.

7	To raise the profile of and embed a culture of reading across the school	Increase number of PPP participating in Reading Champions and achieving the Bronze, Silver & Gold Levels. PPP invited to Reading Champion lunchtime club
8	To maintain and improve the outcomes of PPP in Maths at the end of each Key Stage.	Increase seen in the number of PPP achieving the expected standard at the end of KS1 and KS2
9	To provide a nurturing, personalised learning environment for some of our lowest attaining PPP in Years 5 & 6.	Identified pupils make progress against starting points as a result of a tailored curriculum in a small group environment.
10	To provide support for PPP with social, emotional and behaviour needs.	Entry and exit assessments using BOXALL PROFILE demonstrate an improvement in pupils' self-esteem and emotional barriers are removed. Reduction in the number of behavioural incidents recorded on our IMS.
11	To provide a range of experiences and enrichment opportunities for our PPP.	All PPP across the school have had increased opportunities to access a wide variety of enrichment experiences.
12	To reduce the absence (& persistent absence) of our PPP.	PPP attendance remains higher than in previous terms and is in line with or above National PPP figures.

# PUPIL PREMIUM STRATEGY STATEMENT: AMBLECOTE PRIMARY SCHOOL

## ACTION PLAN: 2019 – 2020



### ACTION PLAN STRATEGIES (Page 1)

	Desired Outcome	Strategy	Rationale and Evidence	Outcome & Success Criteria	Staff Lead	Implementation	Cost Implication
1	<p>To improve the attainment and ensure accelerated progress in Reading for</p> <ul style="list-style-type: none"> <li>Year 1 pupils who left Reception as Emerging (1) in Reading.</li> <li>Year 2 pupils who left Year 1 as working below the end of year expectations in Reading.</li> </ul>	<p>1:1 tuition daily with a qualified teacher / teaching assistant to improve reading strategies and target specific issues related to reading.</p>	<p><i>The EEF toolkit shows an impact of +5 months for 1:1 tuition</i>  <i>The EEF toolkit shows an impact of +6 months for Reading Comprehension strategies.</i></p>	<p>80% of identified PPP make more than expected progress in reading as a result of their target support / intervention. (Expected progress means the gaps between the child's reading age and chronological age diminishes)</p>	<p>Class teacher            KS1 Lead            English Leads            KS1 SENCo            ADHT &amp; AHT to oversee</p>	<p>July 2019 AHT &amp; ADHT with Year 1 class teacher to identify Current (EYFS)Year 1 PPP requiring intervention</p> <p>Sept 2019 identified PPP were benchmarked to provide baseline reading data</p>	<p>1:1 support</p> <p>UPS Teacher Yr 1            1 hours per week  <b>£1669.81</b></p> <p>UPS Teacher Yr 2            1 hours per week  <b>£1669.81</b></p> <p>L2TA            6 children Yr 1 x 10 minutes each 1 hr per day – 5 hours per week <b>£2330.42</b></p> <p>6 children Yr 2 x 10 minutes each 1 hr per day – 5 hours per week <b>£2330.42</b></p> <p>Bench Mark <b>£325</b></p> <p>Head Start materials <b>£300</b></p> <p>SENCO support            1 hour per week  <b>£1669.81</b></p>

**ACTION PLAN STRATEGIES (Page 2)**

	<b>Desired Outcome</b>	<b>Strategy</b>	<b>Rationale and Evidence</b>	<b>Outcome &amp; Success Criteria</b>	<b>Staff Lead</b>	<b>Implementation</b>	<b>Cost Implication</b>
2	<p>To improve the attainment and ensure accelerated progress in Writing for</p> <ul style="list-style-type: none"> <li>Year 1 pupils who left Reception as Emerging (1) in Writing.</li> <li>Year 2 pupils who left Year 1 as working below the end of year expectations in Writing.</li> </ul>	<p>Small group daily writing with a qualified teacher / teaching assistant to improve basic writing skills.</p> <p>Use of colourful semantics and precision teaching programme to support writing structure.</p> <p>1:1 editing time with a qualified teacher / teaching assistant for the PPP working just below the expected standard for their year group.</p>	<p>The EEF toolkit shows an impact of +3 months for a reducing class sizes.</p> <p>The EEF toolkit shows an impact of +5 months for 1:1 tuition</p>	<p>80% of identified PPP make progress in writing from their starting point, as a result of their target support / intervention.</p>	<p>Class teacher KS1 Lead English Leads KS1 SENCo (ADHT) &amp; AHT to oversee</p>	<p>July 2019 AHT &amp; ADHT with Year 1 class teacher to identify Current Year 1) Year 2 PPP requiring intervention</p> <p>Sept 2019 Identified PPP were baselined in their writing.</p>	<p>1:1 support Qualified TA to deliver Colourful Semantics and Precision Teaching programme.</p> <p>UPS Teacher Yr 1 editing time 1 hours per week <b>£1669.81</b></p> <p>UPS Teacher Yr 2 editing time 1 hours per week <b>£1669.81</b></p> <p>TA delivery 3 x L3 TAs 10 children x 1 hour per child per week (30 hours per week) <b>£16061.59</b></p> <p>SENCO support 1 hour per week <b>£1669.81</b></p>

**ACTION PLAN STRATEGIES (Page 3)**

	<b>Desired Outcome</b>	<b>Strategy</b>	<b>Rationale and Evidence</b>	<b>Outcome &amp; Success Criteria</b>	<b>Staff Lead</b>	<b>Implementation</b>	<b>Cost Implication</b>
3	To maintain and improve the outcomes of PPP in the Year 1 Phonics Screen and the Year 2 Re-check.	<p>Use of qualified teachers and teaching assistants to deliver high quality phonics teaching in small ability groups.</p> <p>Pupil premium pupils to be targeted for additional support from a qualified teacher (ADHT) from Feb 2020-June 2020 to ensure they achieve the expected standard in the phonics screen.</p>	<p>The EEF toolkit shows an impact of +4 months for a well implemented phonics approach.</p> <p>The EEF toolkit shows an impact of +3 months for a reducing class sizes.</p>	Increase seen in the number of PPP achieving the expected standard throughout the year (with internal phonics checking) and in June 2020 with the published phonics check.	KS1 Lead (ADHT) English Leads KS1 teachers ADHT & AHT to oversee	<p>Regular monitoring of progress of identified children in phonics.</p> <p>Feb 2020 identify pupils to receive additional support from ADHT.</p> <p>February 2020 – June 2020 identified pupils to receive additional phonics tuition from ADHT</p>	<p>ADHT to provide identified PPP additional phonics support daily.</p> <p>Deputy Head Feb to June 30mins x 4 days a week x 13 weeks (26 hours total) <b>£1410.76</b></p> <p>Phonics Play subscription <b>£100</b> (Internet based phonics programme)</p> <p>Phonics Tracker <b>£180</b></p> <p>CPD Letter and Sounds Training <b>£60</b> Letters and Sounds CPD training for staff in house 2 Teachers training x 2 hours <b>£171.28</b> plus 5 teachers <b>£428.20</b> and 5 x L3 <b>£137.30</b> and 5 x L2 TAs <b>£119.50</b> plus 2 hours senco <b>£85.64</b> SENCO delivers 1 hour per week <b>£1669.81</b></p>

**ACTION PLAN STRATEGIES (Page 4)**

	<b>Desired Outcome</b>	<b>Strategy</b>	<b>Rationale and Evidence</b>	<b>Outcome &amp; Success Criteria</b>	<b>Staff Lead</b>	<b>Implementation</b>	<b>Cost Implication</b>
4	To provide targeted support for PPP who are behind in their reading in KS2.	<p>Targeted support in place for PPP for whom are identified as being behind in their reading in KS2.</p> <p>Comprehension programmes and Read Theory programme utilised.</p> <p>1:1 tuition daily with a qualified teacher / teaching assistant to improve reading strategies and target specific issues related to reading.</p>	<p>The EEF toolkit shows an impact of +6 months for Reading Comprehension strategies.</p> <p>The EEF toolkit shows an impact of +2 months for homework.</p> <p>The EEF toolkit shows an impact of +5 months for 1:1 tuition</p>	<p>80% of identified PPP make more than expected progress in reading as a result of their target support / intervention.</p> <p>(Expected progress means the gaps between the child's reading age and chronological age diminishes)</p>	<p>KS2 Phase Leaders English Leads KS2 Teachers L Delves</p> <p>ADHT &amp; AHT to oversee</p>	<p>July 2019 identify PPP starting in KS2, who are behind in their reading.</p> <p>Sept 2019 identified PPP were benchmarked using Salford Reading Test to provide baseline reading data</p> <p>Phase leaders and KS2 SENCo to timetable interventions</p> <p>Half termly re-assessments (benchmarking) and Teacher Assessment data used to monitor progress.</p>	<p>Learning support services (LSS) <b>£4,473.23</b> and Educational Psychology <b>£2,551.50</b></p> <p>BRP intervention Programme (lead by TA) L3 TA 2 hours per week <b>£1070.77</b></p> <p>Head start comprehension interventions lead by TAs L2 TA x 1 hour per week <b>£466.05</b></p> <p>Overlay testing and overlays (completed by L Delves L3 TA) 8 children x 30 minutes <b>£54.92</b></p> <p>Salford Reading Test <b>£55.00</b></p> <p>Rugby &amp; Reading initiative (paid by sports premium).</p> <p>Read Theory on I pads / Chrome books (FREE)</p>

**ACTION PLAN STRATEGIES (Page 5)**

	<b>Desired Outcome</b>	<b>Strategy</b>	<b>Rationale and Evidence</b>	<b>Outcome &amp; Success Criteria</b>	<b>Staff Lead</b>	<b>Implementation</b>	<b>Cost Implication</b>
5	To provide targeted support for PPP who are behind in their writing in KS2.	<p>Classroom teachers and teaching assistants can provide targeted academic support, including how to link structured 1:1 or small group intervention to classroom teaching through purposeful editing sessions.</p> <p>Use of teacher / teaching assistant to pre teach.</p>	The EEF toolkit shows an impact of +5 months for 1:1 tuition	80% of identified PPP make progress in writing from their starting point, as a result of their target support / intervention.	<p>KS2 Phase Leaders English Leads KS2 Teachers</p> <p>ADHT &amp; AHT to oversee</p>	<p>July 2019 identify PPP in KS2, who are behind in their Writing.</p> <p>July 2019 - Identify support interventions for these pupils.</p> <p>September 2019 - End of year data (Summer 2019) to provide baseline data.</p> <p>Phase leaders and KS2 SENCo to timetable interventions</p> <p>SLT to monitor writing progress of all PPP pupils in KS2.</p> <p>Half termly re assessments and Teacher Assessment data used to monitor progress.</p>	<p>Success with Sentences interventions lead by teaching assistants.</p> <p>L3 TA x 1 hour per week <b>£535.47</b></p> <p>Qualified TA to deliver Colourful Semantics and Precision Teaching programme.</p> <p>Colourful semantics and Precision teaching resources</p> <p>KS2 SENCo time to monitor implementation and impact of interventions. 3 hours per half term – 18 hours per year <b>£770.76</b></p> <p>1:1 editing sessions with class teacher 1 hour per week for 7 UPS 3 teachers – 7 hours per week <b>£11,689.86</b></p>



						<p>SLT time to monitor PPPs' work. 3 hours once per term x 3 terms 9 hours for the following AHT <b>£579.60</b> ADHT <b>£488.34</b> 2 SENCO <b>£770.76</b> 3 UPS Teachers <b>£1156.14</b></p>
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**ACTION PLAN STRATEGIES (Page 6)**

Desired Outcome		Strategy	Rationale and Evidence	Outcome & Success Criteria	Staff Lead	Implementation	Cost Implication
6	To provide high quality whole class texts and to increase the volume of reading resources to enable more books to go home to support families of PPP.	To ensure all pupils, regardless of background, have access to high-quality reading texts at school and at home.	We know the more high quality texts we have in school and to send home, the better experiences our pupils and parents will have of reading and reading together. This is backed up by the EEF toolkit showing an impact of +3 months for parental engagement.	All PPP have access to their own personal copy of the whole class text / book (on loan for the term) Librarian to take the PPP to the school library fortnightly to select Reading Champion books and other books of interest.	Deputy Head English Leads	2019 - Books ordered to replenish and embellish stock.  All PPP to have a personal copy of class text.  PPP visit school library fortnightly  Open library weekly after school.  Ensure all PPP have a Dudley Library card	Cost of books. Cost of books for each PPP to have a copy of the class text.  <b>£1826.27</b>
7	To raise the profile of and embed a culture of reading across the school	Pupils across the schools value reading for pleasure and complete Reading Champion Challenge.	We know the more high quality texts we have in school and to send home, the better experiences our pupils and parents will have of reading and reading together. This is backed up by the EEF toolkit showing an impact of +3 months for parental engagement.	Increase number of PPP participating in Reading Champions and achieving the Bronze, Silver & Gold Levels.  PPP invited to Reading Champion lunchtime club	ADHT & AHT English Leads	Reading champions Launch assembly Weekly reading assembly Author visits held at The Earls inviting PPP Class story time with a class books. Whole text reading embedded into Literacy lessons. Reading competitions	Reading Champion books <b>£1500</b>  Reading champion certificates <b>£595</b>  Reading champion celebration day. <b>£500</b>  Each phase has the suggested quality texts.  Time for PPP to complete Reading champions.

								1 hour per week per 11 classes L3 TA <b>£5890.17</b>
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**ACTION PLAN STRATEGIES (Page 7)**

Desired Outcome		Strategy	Rationale and Evidence	Outcome & Success Criteria	Staff Lead	Implementation	Cost Implication
8	To maintain and improve the outcomes of PPP in Maths at the end of each Key Stage.	Smaller teaching groups in Years 2 and 6 lead by Maths Leaders.  Use of teacher / teaching assistant to pre teach.	The EFF states that Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school	PPP have the best opportunity of achieving expected standard and making progress against their EYFS or KS1 results. Pre teaching upcoming topics. will build confidence and ensure gaps are identified and addressed quickly	ADHT & AHT (Also Maths Leads)	July 2019 data analysed and groups for Year 2 and Year 6 decided. Summer data from July 2019 used as a baseline to measure progress. Data collected and analysed every half term	Doodle Maths subscription <b>£540.00</b>  TT Rock stars subscription <b>£169.50</b>  Maths Whizz <b>£1000</b>  RM Easi Maths £625  ADHT teaching Maths sets for 1hour daily x 5 days a week <b>£10,581.37</b>  AHT teaching Maths sets for 1hour x 4 days a week <b>£10,046.03</b>  HLTA teaching support and pre teaching Maths sets for 1hour x 5 days a week <b>£3445.60</b>

**ACTION PLAN STRATEGIES (Page 8)**

Desired Outcome		Strategy	Rationale and Evidence	Outcome & Success Criteria	Staff Lead	Implementation	Cost Implication
9	To provide a nurturing, personalised learning environment for some of our lowest attaining PPP in Years 5 & 6.	Support for a small number of PPP with specific academic / learning needs in a small supportive nurturing environment	<p>The EEF toolkit shows on average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment</p> <p>The EEF toolkit shows an impact of +3 months for a reducing class sizes.</p>	Identified pupils make progress against starting points as a result of a tailored curriculum in a small group environment.	SLT KS2 SENCo	<p>June 2019 pupils identified to join the Learning Nurture Group (LNG)</p> <p>June 2019 Parents contacted by KS2 SENCo</p> <p>Entry and Exit BOXALL Profile data</p> <p>SENCo support</p> <p>HLTA (Teacher) and L2 TA to plan appropriate Literacy and Numeracy lessons linked to specific learning needs.</p>	<p>Learning Nurture Group for Literacy &amp; Maths</p> <p>KS2 SENCo support 1 hour per week <b>£1669.98</b></p> <p>HLTA 3hrs x5 mornings x 39 weeks <b>£10,336.95</b></p> <p>L2 TA 3hrs x 5 mornings x 39 weeks <b>£6,990.75</b></p> <p>Boxall profile cost <b>£150</b></p> <p>SENCO time 3 hours per term (9 hours per year) (support LNG complete BOXALL profile assessments) <b>£385.38</b></p>

**ACTION PLAN STRATEGIES (Page 9)**

Desired Outcome		Strategy	Rationale and Evidence	Outcome & Success Criteria	Staff Lead	Implementation	Cost Implication
10	To provide support for PPP with social, emotional and behaviour needs.	<p>Support for pupils with an identified complex emotional need via Dudley Psychology and counselling service CPD</p> <p>All staff receive CPD on Mental Health First Aid Youth Training Mental Health and Well Being is a Priority on the SDP.</p>	<p>The EEF toolkit shows an impact of +3 months for behaviour interventions.</p> <p>The EEF toolkit shows on average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	<p>Entry and exit assessments using BOXALL PROFILE demonstrate an improvement in pupils' self-esteem and emotional barriers are removed.</p> <p>Reduction in the number of behavioural incidents recorded on our IMS.</p>	SLT SENCoS	<p>KS2 SENCo to co-ordinate the counselling service provided by Amblecote Christian Centre.</p> <p>Staff to use their CPD to support identified pupils.</p>	<p>Fortnightly monitoring / supporting pupils by KS2 SENCo (1 hours x per week) <b>£1669.98</b></p> <p>MSH Bereavement training (FREE) and SEMH courses (FREE)</p> <p>Resources to support staff in support children who are experiencing bereavement - <b>£23.89</b></p> <p>Supply cover for SEMH CPD and bereavement CPD covered in house through main school budget</p>

**ACTION PLAN STRATEGIES (Page 10)**

	Desired Outcome	Desired Outcome	Desired Outcome	Desired Outcome	Desired Outcome	Desired Outcome	Desired Outcome
11	To provide a range of experiences and enrichment opportunities for our PPP.	During the year PPP will have access to a wide range of opportunities and experiences both in and out of school.	At the EEF, we think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	All PPP across the school have had increased opportunities to access a wide variety of enrichment experiences.	SLT	<p>Each teacher to run a club for 4 hours inviting PPP</p> <p>R Foster to provide music tuition to be timetabled weekly.</p> <p>3 PPP to be selected to receive subsidised weekly music tuition.</p>	<p>Each teacher to run a club for 4 hours 11 Teachers x 4 hours <b>£1884.08</b></p> <p>R Foster to provide music tuition Teacher 0.5 hour per week <b>£834.99</b></p> <p>PPP members encouraged to join choir.</p> <p>1 PPP to access DPA music lessons £7.68 per week 34 weeks <b>£261.12</b></p> <p>Cinema club Author events Junior PCSO Award L2 TA 1 hour x 10 weeks <b>£1195</b></p>

**ACTION PLAN STRATEGIES (Page 11)**

Desired Outcome		Strategy	Rationale and Evidence	Outcome & Success Criteria	Staff Lead	Implementation	Cost Implication
12	To reduce the absence (& persistent absence) of our PPP.	Embed tiered response to persistent absence.	The EEF toolkit showing an impact of +3 months for parental engagement.	PPP attendance remains higher than in previous terms and is in line with or above National PPP figures.	AHT Office Manager Attendance Officer	<p>Weekly monitoring by HT and Attendance Officer</p> <p>Tier 1 response - weekly meetings with parents to be conducted by Attendance officer and 'First Day Caller'.</p> <p>Tier 2 response - Intensive support from AHT/ADHT with parents.</p> <p>Tier 3 response - referral to the Education Investigation Service.</p> <p>Extra support: Where necessary (identified through tier meetings), funded breakfast club and afterschool club places will be purchased by the school to enable places to be</p>	<p>Weekly monitoring by Attendance Officer and weekly meetings with parents to be conducted by Attendance officer and 'First Day Caller' for 1 hour for 39 weeks <b>£489.96</b></p> <p>Tier 2 response - Support from HT/DHT - for 2 hours per half term to complete support packages. HT <b>£772.80</b> DHT <b>£651.12</b></p> <p>Tier 3 response - Time for Attendance Officer to complete referrals to the Education Investigation Service. 1 hour per week. <b>£489.96</b></p> <p>Potential Breakfast club places - 3</p>



						targeted at pupil premium pupils with low attendance or limited support to complete Home learning.	funded places per day for 39 weeks and After school club places - 3 funded places per day for 39 weeks – <b>costs tbc</b>
		Embed attendance incentives				<p>Continue to embed attendance incentives:</p> <p>Weekly monitoring by office team and display of attendance percentages in newsletter and weekly class attendance trophy.</p> <p>Monthly monitoring by Attendance Officer and attendance letters home.</p> <p>Termly 100% attendance badges and certificates and preparation work for celebration assembly.</p>	<p>Administration time 3 hours once per term 9 hours per year <b>£113.04</b></p> <p>Badges and certificates = <b>£1,000</b></p> <p>Vouchers for 100% attendance. Total cost: Vouchers £5 x 35 pupils approx. <b>£175</b></p>