Service Pupil premium grant expenditure report to parents for the year 2018/19

Since 2011-12, schools have been allocated 'Pupil Premium Funding'. The terms of the grant are very broad and merely state:

'The grant may be spent by maintained schools for the purposes of the school; that is to say for the educational benefit of pupils registered at that school, or for the; benefit of pupils registered at other maintained schools; and on community facilities, for example services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated'.

The grant is to be allocated in two parts, which are:

- Pupil premium for pupils known to be eligible for free school meals (FSM) in any of the previous six years and service children in mainstream schools
- Pupil premium for looked-after children and pupils eligible for FSM in any of the previous six years in non-mainstream settings

From September 2012, the Department for Education (DfE) has required schools to publish information about how they plan to use the Pupil Premium grant. The report below details our school's plan for 2018/19

Overview of the school

Number of pupils and pupil premium grant (PPG) received for 2018/19	
Total number of pupils on roll	107
Pupils eligible for SPP	5 children
Amount of SPP received per pupil	£300
Total amount of SPP received	£1,200
Barriers to achievement 2018/19	

- Separation – a parent being deployed for up to 6 months at a time and leaving one parent to bring up the children at home.
- Location, being placed in a married quarter, they are not living within the community and have to travel to school
- Sudden changes to home life to meet demands of the service career – parent traveling distances to attend courses and long working hours.

Nature of support 2018/19 and *reasons why in italics*

- Teaching assistants to support other children in the class allowing the teacher to work with service pupil premium children – *so that the children receive high quality classroom teacher support to meet their needs and support progress within the classroom setting.*
- Bespoke intervention groups e.g. FLE emotional wellbeing session (based on Trauma informed Schools and Emotional First Aid) – *identified precision support based on assessment to support emotional needs.*
- Teaching Assistant or Teacher used to release a member of staff with particular expertise e.g. able, gifted and talented math's provision – *To give specialist support to ensure good progress for all.*
- Teaching assistant time to work with children who require 'catch up' – *So that children are given the time to discuss their learning and address misconceptions before their reach the next lesson. This supports good level of progress.*
- Extra individual reading time within the school day – *To ensure that children are not disadvantaged if parents and carers do not read with them at home.*
- Use of Dreadnought, Emotional First Aid, Brighter Futures and Trauma informed school training – *To address and support children with social, emotional and mental health needs. This supports emotional health and progress in school and as part of lifelong learning.*
- Termly Motional Audit and from the data raised activities and identified tasks set for individuals, groups and classes as applicable. *To track, audit and improve children's emotional health and well-being.*

How will we measure impact?

We measure the impact of pupil premium by the progress made by the child/ren.

- We do this academically using school pupil tracker online to measure to impact of our interventions and support.
- We do this emotionally and for behaviour using our emotional audit to monitor emotional support put in place.
- We monitor attendance termly with our Educational Welfare Officer

Most of our support is included in our School Development Plan (SDP). This is evaluated termly for impact. Below is part of the SDP that monitors the progress of our pupil premium children. The next governor monitoring of Pupil Premium will be January 2019 The next evaluation of impact of the pupil premium strategy will be January 2019. The next annual review of the school's pupil premium strategy will be July 2019.

Success Criteria – what we want to achieve.	Actions – used to ensure success criteria is achieved.	Leader	Start and finish dates	Resources	Monitoring of Implementation How? Who? When?	Termly Evaluation or as appropriate. Purple – Autumn Term Green – Spring Term Red – Summer Term and end of school year
2.12 B Leaders and governors effectively track the progress of groups of pupils to	• Leaders will track progress using SPT termly to ensure that all children from all groups are on track. • Termly meetings between class teachers	All Teachers	Sept - July	£1250 SPTO	Governors to use SPTO and HT reports to check on this and prepare challenging questions for	All groups are tracked using SPTO. These are monitored by SLT and discussed in Pupil Progress meetings termly. The data is also shared with governors promptly termly in FGM, the minutes of these meetings demonstrate governors holding leaders to account for the progress and achievement of all groups. Interventions are put in place as necessary and the progress of these children tracked to monitor impact.

ensure that none falls behind and underachieve. **To improve: Boys progress in reading, writing and maths Girls attainment in Maths Most able writing attainment - improve Progress of SEN children** *Progress needs to be in line with that of all other groups*	and a member of the SMT to discuss any underachieving children/groups of children. • Interventions to be put in place for any children/groups of children who are identified as underachieving. • **From our knowledge an data FLE 'vulnerable' groups will be created and tracked.Motional will be used to support identification of underlying issues that may affect progress. *To introduce a system that tracks the emotional development of all pupils so that teachers can meet identified needs - SIP*** • The governors in termly FGM monitor the progress of all groups of children. Challenges are recorded in the minutes.	C of G			these meetings.	Please see 2.9 for data Able writers workshop 2nd Oct Y5/6 – 4 children Able Maths workshop 21st Nov Y5/6 2 children See 2.9 for Spring Term Data See 2.9 for details of pupil progress meetings which is how we ensure all children are monitored and on track. Also the data is given to governors at the beginning of each term for the FGM as part of the HT report to the governing body. Motional is in place this year, this is how we track all children emotionally. From the data input termly by the teacher activities and interventions are put in place for individuals, groups and cohorts. All actions achieved See 2.9 for end of year data. We used Motional for the year, however the staff evaluation of it was that was too time consuming and raised nothing for the children that the staff were not already aware of. For 19/20 the staff will find a more effective emotional tracker.
2.13 C Leaders engage with parents, carers	• School website up to date and in use. This includes FAQ, policies,	RW	Sept – July	N/A N/A	Governors to monitor all by: Checking school	All staff have done their best to keep the website up to date for all classes All weekly newsletter and updates in polices etc

| and other stakeholders and agencies to support all pupils | and details of our curriculum, half termly forecasts for each class, weekly updates for each class, weekly newsletter, all homework and information about parent's evenings and how to book them.
• Text system for quick reminders and information
• Termly parents evenings
• Teachers wherever possible available on the gate at the end of the day.
• Celebration assembly on a Friday
• All staff adhere to the open door policy so that parents and carers can contact staff quickly.
• Records and reports from meetings with other agencies need to demonstrate support for all children.
• **Mid-year parent survey to go out based on OFSTED survey. To include a tick box question asking if based** | RN

RN
RN

RN
RN

RN
and HI

RN | | £30 per Dreadnought session | website and meeting with RW.
Asking parents about the text system, celebration assembly, parents evening, open door policy and impact of it – termly.
Feedback from parents evenings, meet with SMT twice a year.
Meetings between SENCo governor and SENCo to discuss case studies, records from meetings and reports. | are posted. In January we are going to have an audit of the website using grid sent by the local authority at the end of the Autumn Term – this will support us in auditing our compliance. We continue to use texts as updates and also the FOFLES facebook page is used to remind parents of events.
Once again we had 100% attendance at our parents' consultation, again this was because if parents were unable to attend all teacher ensured that they spoke to them, for some parents this meant that they called them from the office. Teachers are always visible at the beginning and end of every day on the gate as part of our open door policy, so the parents can speak to them as necessary. This is used by most parents. Celebration Assembly continues to be well attended by parents and carers and is how we share our successes both in and out of school. We work with families and other agencies as necessary to meet the need of all children – see 2.3 During the Autumn Term as part of the support for new parents NP held a 17th Sept Phonics workshop for new parents. Attendance was higher than usual (most parents) and feedback was very positive from everyone. NP kept records of what was covered, feedback and a register.
HI attended the SENCO cluster meeting 18th September to discuss how we can support parents and children.
NP visited all our feeder pre-school before October half term to introduce herself to the staff and parents, continue to develop our close working relationship and to invite parents to come a view Fourlanesend. This year in the Autumn Term we have had over 10 families view the school looking for places for September 2019, this is an increase, we usually only get a handful at the most.
Our FAST group has continued to flourish this autumn term with new parents attending and Danny Biscombe (from Brighter Futures) supporting the group. This is being funded through Pupil Premium. |

	on the children in our setting currently, have they ever been to another school.					The school website is kept up to date by each class teacher and the website with a focus on the curriculum was looked at and adapted as part of curriculum day on 14th February. As the Autumn term all communication via texts, newsletters and FoFLEs Facebook page is in place and used. Parents evening took place on the 13th March. As always we ensured if parents or carers couldn't attend the meeting then the teacher spoke to them at another time about the progress of their child/ren. This happened for every child. A member of staff from every class is available every day from each class on the gate at school for parents to approach and pass messages to. RN is available every day at the gate unless she is out of school or in a meeting. Parents also contact the school via phone or email for messages or to discuss their child. As in the Autumn Term the school continues to work with outside agencies. In the Spring Term RN meet with a private Educational Phycologist who had been recommended by another school We are employing this person for a day a term from the Summer Term, this is due to the quick access we will be able to get and the improved support for children in the school. During the Spring Term the bi-annual Parent Survey was sent out and collated by Sue Robinson – Governor, the results demonstrated were extremely positive, see Spring Term 2019 Parent Survey. All actions were achieved All reports went out with very positive feedback from parents comments such as: I would like to thank all the staff for the support through the year in helping my son settling into school. It is great to see him run in the mornings and coming home with a smile. My child has loved every day at school this year. His reading has improved so much again, he is always excited to go to school and tell me about his day. Following a governor visit with the focus on the website, work

Note: text in the final column appears in green, then the following passages in red:
- "All actions were achieved"
- "All reports went out with very positive feedback from parents comments such as: I would like to thank all the staff for the support through the year in helping my son settling into school. It is great to see him run in the mornings and coming home with a smile. My child has loved every day at school this year. His reading has improved so much again, he is always excited to go to school and tell me about his day."
- "Following a governor visit with the focus on the website, work"

						is needed on the website to ensure it meets the new OFSTED EIF and is easy to use.
2.14 B Leaders effectively use additional funding, including the pupil premium,services pupil premium and measure its impact on outcomes for pupils. Governors effectively hold them to account for this.	• All data is inputted onto the SPT regularly by teachers. • Governors to use SPTO to hold leaders to account for their use of pupil premium money • SMT monitor the progress made by all groups of children termly. • Effective interventions are put in place as necessary to prevent children from falling behind – these are recorded on SPTO • HT reports on what is in place for pupil premium children in her termly reports to the governing body. • Pupil Premium governor monitors progress of pupil premium and service pupil premium children termly and the impact of any interventions and reports on it to the governing body.	RN C of G RN and FF HI RN RW	Sept –July Oct – July Sept –July Oct - July	N/A	To be monitored by pupil premium governor. Who will need to meet with HT and discuss the progress the children are making and the impact of the inventions, this will be reported to the governing body in termly head teacher report. The chair of governors will monitor and ensure that the pupil premium governor has met with the HT and reported back to governors.	All data is submitted termly onto school pupil tracker. It is then presented to governors in the head teachers report to the governing body at the beginning of the next term. This is an agenda item and governors challenge the data (including that of all groups) as is evidenced in the September 2018 minutes of the FGM. Pupil Progress meetings are in place termly and happen following the data drop. All pupil progress meetings following the Autumn Term Data have a deadline of 18th January. From these interventions are set. All interventions are recorded on SPTO. Following the data drop there is a pupil premium governor visit and visit report which is published on the school website, this tracks the progress of the pupil premium children, it assesses how the money is spent and the impact it is having on the performance of these children. See 2.12 and 2.9 for details of use and monitoring of SPTO and pupil progress and tracking of groups, including interventions. The progress data

	Subjects Combined	Writing	Reading	Mathematics
WHOLE SCHOOL ADMIN [106 children]	+2.2	+2.1 [101 pupils]	+2.2 [101 pupils]	+2.3 [101 pupils
Pupil Premium [30 children]	+2.1	+2.1 [29 pupils]	+2.1 [29 pupils]	+2.1 [29 pupils] Jack M, Marcus, Mollie and Sky
NOT Pupil Premium [76 children]	+2.2	+2.1 [72 pupils]	+2.2 [72 pupils]	+2.4 [72 pupils]
Service Children [5 children]	+2.1	+1.7 [4 pupils]	+2.2 [4 pupils]	+2.2 [4 pupils]
NOT Service Children [101 children]	+2.2	+2.1 [97 pupils]	+2.2 [97 pupils]	+2.3 [97 pupils]
MostableDisMathsKS2 [5 children]	+2.0	+1.8 [5 pupils]	+2.2 [5 pupils]	+2.2 [5 pupils]
MostAbleDisReading KS2	+2.0	+1.8 [5 pupils]	+2.2 [5 pupils]	+2.2 [5 pupils]

[5 children]					
MostableDisWritingKS2 [3 children]	+2.1	+1.7 [3 pupils] Lottie	+2.3 [3 pupils]	+2.3 [3 pupils]

See 2.12 and 2.9 for details of use and monitoring of SPTO and pupil progress and tracking of groups, including interventions. The progress data
The progress of our pupil premium children was lower than usual this yea being just below our other children (it usually exceeds our other children). There are a few children in this group with particularly challenging requirements. This makes up a focus on 2019/20 SDP.

	Subjects Combined	Writing	Reading	Mathematics
WHOLE SCHOOL ADMIN [106 children]	+3.1	+3.0 [106 pupils]	+3.1 [106 pupils]	+3.2 [106 pupi
Pupil Premium [29 children]	+2.9	+2.9 [29 pupils]	+3.1 [29 pupils]	+2.8 [29 pupils
NOT Pupil Premium [77 children]	+3.2	+3.1 [77 pupils]	+3.2 [77 pupils]	+3.3 [77 pupils
Service Children [5 children]	+3.4	+3.4 [5 pupils]	+3.4 [5 pupils]	+3.4 [5 pupils]
NOT Service Children [101 children]	+3.1	+3.0 [101 pupils]	+3.1 [101 pupils]	+3.2 [101 pupi
MostableDisMathsKS2 [5 children]	+3.3	+3.0 [5 pupils]	+3.8 [5 pupils]	+3.0 [5 pupils]
MostAbleDisReadingKS2 [5 children]	+3.3	+3.0 [5 pupils]	+3.8 [5 pupils]	+3.0 [5 pupils]
MostableDisWritingKS2 [3 children]	+3.2	+3.0 [3 pupils]	+3.7 [3 pupils]	+3.0 [3 pupils]

3.2 F Teachers and other staff have consistently high expectations of	• Completing assessments – use of pupil tracker weekly to track progress. • Lesson Study; data;	RN and FF RN	Sept –July	PPA time and staff meeting time.	HT to report on the actions in termly HT report to the governing body. Governors to challenge as	Marking and feedback policy updated January 2019 All assessments are completed on SPTO so that progress and attainment can be closely tracked. Pupil progress meetings are held termly to discuss the progress of each individual child and any interventions that need putting in place to support progress and achievement. High expectations and evidence of

what each pupil can achieve	progress meetings and day to day monitoring demonstrates high expectations of ALL children from ALL staff.				appropriate. HT to monitor Strands progress, interventions and progress through PM of teachers and progress meetings.	professional discussion of expectations can be seen in the staff meeting minutes. Both teacher and TA PM's evidence high expectations of pupils. In KS2 all 'most able' are tracked from their KS1 data (See list on staff on server, SDP 1819, Most Able 1819) to ensure they are continuing to make rapid progress and deepen their learning, this is done as part of the pupil progress meetings. Where HA are not achieving, interventions are put in place. Our focus for the Spring term is a zero tolerance approach for all children and all teachers will be asked to produce a 'hit' list of children than need to ensure they are ALWAYS applying certain aspects (these will depend on the individual). This will then be monitored through a work scrutiny across all children.
	• TA PM to support high expectations.	RN				
	• Interventions in place to ensure those having difficult keep up and rapid graspers stretch and deepen their learning.	RN				**Strand 1 – Marking and Feedback** **1.1 Is marking and feedback up to date and in line with an effective school policy?** All securely good across school. With all classes having the same 3 elements of outstanding secure. KS2 have one element hatched and KS1 and FS have 2 elements hatched.
	• Marking/response scrutiny– high expectations of all groups. Use Strand 1 – Marking and Feedback termly.	FF				**Strand 1:2 Are responses to pupils' learning helping them to make progress by identifying at least one key area for improvement?** All securely good across school. KS2 4 elements of outstanding secure and 2 hatched. KS1/FS 3 elements secure and the rest hatched. **Strand 1:3 – Are barriers to learning being identified and then used to plan for future learning?** Lynher, KS1/FS are securely outstanding. Tamar have 2 elements of outstanding secure and 2 hatched. **Strand 4 –High Expectations and Challenge** **Strand 4:1 Is the work completed/planned linked directly to year group expectations?**

						All securely outstanding across school.
						Strand 4:2 Is there evidence of high expectations and learning being challenged enough?
						Securely good across school with the whole school also having the same 4 elements of outstanding secure and the rest hatched.
						Strand 4:3 Is there, through feedback, marking and type of learning provided, evidence of a culture and ethos of scholastic excellence being promoted?
						Securely good across school.KS1/FS and Tamar have 2 elements secured and the rest hatched. Lynher have one secure and the rest hatched.
						High expectations and actions taken to support them can be evidenced in the staff meeting minutes from the 9th January and the 16th January.
						Strand 1 – Marking and Feedback
						1.1 Is marking and feedback up to date and in line with an effective school policy?
						All securely good across school. With all classes having the same 3 elements of outstanding secure. All classes have the same 2 elements of outstanding hatched.
						Strand 1:2 Are responses to pupils' learning helping them to make progress by identifying at least one key area for improvement?
						All securely good across school. KS2 4 elements of outstanding secure and 2 hatched. KS1/FS 3 elements secure and the rest hatched. Several of the elements are ones that are developing through the year.
						Strand 1:3 – Are barriers to learning being identified and then used to plan for future learning?
						Lynher, KS1/FS are securely outstanding. Tamar have 2 elements of outstanding secure and 2 hatched.
						Strand 4 –High Expectations and Challenge

						Strand 4:1 Is the work completed/planned linked directly to year group expectations? All securely outstanding across school. **Strand 4:2 Is there evidence of high expectations and learning being challenged enough?** Securely good across school with the Plym, Cremyll and Lynher having the same 4 elements of outstanding secure and the rest hatched. Tamar have 5 elements secure and just one hatched. **Strand 4:3 Is there, through feedback, marking and type of learning provided, evidence of a culture and ethos of scholastic excellence being promoted?** Securely good across school.KS1/FS and Lynher have 2 elements secured and the rest hatched. Tamar have 3 secure and the rest hatched. Marking and feedback policy updated January 2019 All assessments are completed on SPTO so that progress and attainment can be closely tracked. Pupil progress meetings are held termly to discuss the progress of each individual child and any interventions that need putting in place to support progress and achievement. High expectations and evidence of professional discussion of expectations can be seen in the staff meeting minutes. Both teacher and TA PM's evidence high expectations of pupils. In KS2 all 'most able' are tracked from their KS1 data (See list on staff on server, SDP 1819, Most Able 1819) to ensure they are continuing to make rapid progress and deepen their learning, this is done as part of the pupil progress meetings. Where HA are not achieving, interventions are put in place. Our focus for the Spring term has been zero tolerance approach for all children and all teachers will be asked to produce a 'hit' list of children than need to ensure they are ALWAYS applying certain aspects (these has depended on the

individual). This has been tracked and the impact of it has been that the list of children have progressed. The impact of the Zero Tolerance approach in the Spring Term has been that this year we do not have to put in place the ITS (Intensive Triangulated Support) that we did in 2018 for the Summer term. **Strand 4:1 Is the work completed/planned linked directly to year group expectations?**
All securely outstanding across school.
Strand 4:2 Is there evidence of high expectations and learning being challenged enough?
Securely good across school with all classes have 5 elements secure and just one hatched.
Strand 4:3 Is there, through feedback, marking and type of learning provided, evidence of a culture and ethos of scholastic excellence being promoted?
Securely good across school. All classes have 3 secure and the rest hatched.

Strand 1 – Marking and Feedback
1.1   Is marking and feedback up to date and in line with an effective school policy?
All securely good across school. With all classes having the same 4 elements of outstanding secure. All classes have the same 1 elements of outstanding hatched. There is only one element of outstanding not met by staff and this is as it does not meet our marking and feedback policy – changes to reduce work load.
Strand 1:2 Are responses to pupils' learning helping them to make progress by identifying at least one key area for improvement?
All securely good across school. Across school all classes have 4 elements of outstanding secure and 2 hatched.
Strand 1:3 – Are barriers to learning being identified and then

						Lynher, KS1/FS are securely outstanding. Tamar have 2 elements of outstanding secure and 2 hatched.
4.1 D Overall absence is reducing and persistent absence rates for all pupils, and for different groups in relation to national figures for all pupils.	Attendance is monitored half termly and attendance letters sent out as necessary (where attendance has dropped or is below 90%). Outside agencies to be used to support good attendance – Together for families. Attendance clinics are held termly with the headteacher and the EWO and written agreements are drawn up at the meeting to help improve attendance and these are them reviewed at the next meeting. A letter at the beginning of the year to be sent to all parents and put on the school website reminding parents/carers or the laws surrounding school holidays. Unauthorised holidays are G coded and letters go out to families explaining the consequences. Where necessary penalty notices are issued.	RN RN RN RN RN RN	Sept –July Sept – July Nov – July Sept – Oct Sept – July	Outside agencies – Together for Families (no cost) Dreadnought (£30 per child per session) and Brighter Futures (cost dependent on usage – money taken from PP as applicable for particular children).	Attendance Governor to monitor attendance termly and ensure all actions are completed. All governors to receive attendance information in the HT report to the governing body termly.	Attendance 96.62% Authorised: 2.29% Unauthorised: 1.09% Pupil Premium attendance 96.08% Not Pupil Premium attendance 96.89% FSM attendance 94.84% Not FSM attendance 97.24% EHCP attendance (**2 children**) 87.69% SEN support 94.06% No SEN 97.29% The autumn term data for attendance shows a gap between group in FSM and SEN. When this data has been interrogated this is due to children that have since left the school – All 3 of the families that left the school were FSM and all had significant issues with low attendance. Out of the 6 children 4 had SEN (one with an EHCP). A letter was sent out at the beginning of the school year reminding parents about the law on holidays in term time. Letter went out to all parents where attendance was low last year to remind them about the impact of low attendance and to offer them support to improve attendance. Attendance overall for the Autumn Term is higher than previous years. Attendance 94.62% Authorised: 4.09% Unauthorised: 1.29%

	Letters to go out at the beginning of the year setting targets where attendance last year was below 90%. To be monitored closely and when drops again call attendance meeting.	Sept/ Oct			Pupil Premium attendance 94.41% Not Pupil Premium attendance 94.72% FSM attendance 93.8% Not FSM attendance 94.89% EHCP attendance (**2 children**) 87.69% SEN 91.72% 16 children – this is very low attendance of particular children one at 79% who has left; one at 80% who has had significant holiday and a doctors letter for illness; one at 87% who is under investigation at the hospital, the rest are all illness, and in fact 7 of these other children are KS1, who do tend to have more time off sick. No SEN 95.21% 1007 sessions missed are for illness 328 sessions missed are for unauthorised holidays 80 sessions missed are a medical appointment 59 sessions missed are circumstances The rest are made up of other codes such as educated off site, approved sporting activity etc Simon King carried out a Spring Term attendance visit, please see visit report for further details of actions taken **Attendance Data** Attendance 94.87% Authorised: 3.93% Unauthorised: 1.2% Pupil Premium attendance 94.97% Not Pupil Premium attendance 94.82% FSM attendance 94.47% Not FSM attendance 94.99% EHCP attendance (1 Child)90.32 % SEN 93.76 No SEN 95.31% There are 40300 sessions in total for the whole school in the year 1331 (3.3%) sessions missed are for illness

						428 (1.06%)sessions missed are for unauthorised holidays 126 (0.3%)sessions missed are a medical appointment 110 (0.27%)sessions missed are circumstances The rest are made up of other codes such as educated off site, approved sporting activity etc A July attendance visit was made by Simon King – please see his visit report A penalty notice was issued to one parent last year for attendance. This followed a warning letter. The fine has been paid. We have 7 children with persistent absence - below 90%. All of these children took unauthorised holidays.
4.2 D Low attenders are improving their attendance over time and whether attendance is consistently low (in the lowest 10%).	Low attendance is tracked and EWO is and other agencies are involved to improve attendance.	RN	Sept - July	Attendance Governor to monitor attendance termly and ensure all actions are completed. Outside agencies – Together for Families (no cost)	Attendance Governor to monitor attendance termly and ensure all actions are completed.	See 4.1

				Dreadnought and Brighter Futures (cost dependent on usage – money taken from PP).		
4.5 F Effective strategies are in place resulting in high standards of behaviour – incidences of low level disruption are rare. There are sustained improvement in pupils' behaviour where there are particular needs.	The behaviour for learning policy is in place, reviewed and reflects practise. The school values are in place and are reviewed by the governors for impact on behaviour and learning. Pupil voice assembly every available Monday. Behaviour books used by all classes and monitored weekly by HT. Referral made for outside agency support as necessary. Staff trained to support Trauma Informed School Approach. Emotional First Aid is used to deal with incidents across school and are used proactively to support children	All teachers HI and JW TIS HI and RN EFA	October Sept – July Sept – July Sept – July Sept – July Sept - July	Outside agencies – Together for Families (no cost) Dreadnought and Brighter Futures (cost dependent on usage – money taken from PP).	RN to report on actions in HT report to the governing body termly and governor to challenge as appropriate.	Please see 4.4 - below School vision, values and aims were reviewed and updated in the Autumn term with all stakeholders. Pupil voice assembly is every Monday and lead by the school council. Outside agencies are used to support children and families. Motional has been introduced in the Autumn term, teachers input the data together. Following this the data was analysed by HI and JW, interventions were then given out based on the data. Interventions varied –some being for cohorts/classes, some being for groups of children and some for individuals. See 4.4 Books, lesson study and observations all demonstrate a positive attitude towards learning with low level disruption being rare. Behaviour continued to be good across school.. Due to staffing changes there will be a focus on consistency of behaviour at all times in the school day in 19/20 Interventions put in place to support and individual have proved very successful and the impact of these has been that the child is now making good progress in class and is settled. 4.4

	Introduction and use of Motional across school inputting and analysing results termly	HI and JW	September January March July			The behaviour for learning policy was updated in the Autumn term and is published on the school website. The reward system is in place and is used to promote positive behaviour. Behaviour in school continues to be very good across the school day in all aspects of school life. Behaviour books are kept and all behaviour is logged – these are monitored weekly by the headteacher. Self and peer assessments reflect the school values. Please see 3.2 and 3.8 for evaluation of the Strands. In the parent survey 100% of parents felt the children were well behaved at school. See 2.3 for examples given of pupil behaviour both in and out of school. Behaviour continues to be monitored and supported using staff training and de-escalation techniques where necessary. 2 more staff have been trained in team teach to support a particular child. Please see 3.2 and 3.8 for the evaluation of strands. See 4.5 See 4.5
4.8 E Pupils know how to keep themselves healthy and make informed choices about healthy eating, fitness and their educational and mental	Fruit and vegetable are available to all children at playtime. Pupil voice assembly every available Monday. Wednesday assemblies cover keeping healthy, mental and physical well-being. SAs and PAs reflects children's understanding in regards to making informed choices about	RW RN NP All staff	Sept – July Sept – July Sept – July	Cost of fruit/veg to be taken from PP.	RN to monitor actions – how are children making in RN to report on actions in HT report to the governing body termly and governor to challenge as appropriate. formed choices?	Please see 4.6 for details of motional We continue to fund fruit and vegetable at playtime – this is very popular and access by all children. Pupil voice assemblies are led by the school council every Monday and deal with issues that arise from the children. SAs and Pas in the children's books evidence the children's thoughtful reflections on their learning. Child Protection records and concern sheets demonstrate staff use strategies from training to support children and families when issues arise. This is covered as part of our Jigsaw Class Lynher have been learning about nutrition, portion size, food classification and

| well-being. | their educational and mental well-being.

Strategies that staff trained in previously such as Thrive and Emotional First Aid are used to deal with incidents across school and are used proactively to support children

Introduction and use of Motional
across school inputting and analysing results termly | RN and HI

HI | Sept – July

Sept – July

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July | | | what a healthy place looks like – making good choices. Class Tamar has been learning about the importance of exercise on the body and the impact it has. Jigsaw also covers mental health, positive thinking and reflection and is taught across school. Teachers input into Motional Termly, the data is analysed and the activities/tasks are put in place for individuals, groups or classes. For example Class Lynher had a flower and slug exercise to complete – in the flower the children had to write people who made them feel positive and in the slug, people who could pull them down. The class then had a session on feelings and that it is ok and natural to feel angry etc., but then about how the feelings are displayed so they don't negatively impact on others.
RSE took place in the summer term and we received very positive feedback from both staff and children. Motional has been used for the year and the decision has been made not to continue with it due to the lack of impact. Instead we will be devising a more functional emotional assessment to use alongside our current practise. |