



# 2018-2019 Pupil Premium Grant (PPG) Strategy Statement

## Corsham Regis Primary Academy



1. Summary information					
<b>School</b>	Corsham Regis Primary Academy				
<b>Academic Year</b>	2018-2019	<b>Total PPG budget</b>	£76,500	<b>Date of most recent internal PPG review</b>	April 2019
<b>Total number of pupils</b>	179	<b>Number of pupils eligible for PP</b>	45 (25%)	<b>Date for next internal review of this strategy</b>	July 2019

2. July 2018 Attainment				
	<i>Number of pupils entitled to PPG</i>	<i>Pupils eligible for PPG (Corsham Regis)</i>	<i>All Pupils (Corsham Regis)</i>	<i>National Average (all pupils)</i>
<b>EYFS Good Level of Development</b>	3 / 31	33%	87%	71%
<b>Year 1 Phonics</b>	2 / 18	50%	66%	83%
<b>KS1 % achieving in reading, writing and maths</b>	11 / 36	9%	44%	65%
<b>KS1 % meeting age related standards in reading</b>	11 / 36	64%	69%	76%
<b>KS1 % meeting age related standards in writing</b>	11 / 36	18%	53%	70%
<b>KS1 % meeting age related standards in maths</b>	11 / 36	18%	53%	76%
<b>KS2 % achieving in reading, writing and maths</b>	7 / 26	63%	58%	64%
<b>KS2 % meeting age related standards in reading</b>	7 / 26	86%	69%	75%
<b>KS2 % meeting age related standards in writing</b>	7 / 26	86%	85%	78%
<b>KS2 % meeting age related standards in maths</b>	7 / 26	63%	65%	76%
<b>KS2 Progress Measure for Reading</b>	7 / 26	+0.47	-1.1	0
<b>KS2 Progress Measure for Mathematics</b>	7 / 26	+0.12	-1.2	0
Other cohorts				
<i>% of Eligible pupils meeting age related expectations in RWM</i>	<i>Number of pupils entitled to PPG</i>	<i>% of all Regis pupils meeting age related expectations in RWM</i>		

<b>Year 1 Reading 0%, Writing 50% and Mathematics 0%</b>	2 / 18	<b>Year 1 Reading 44%, Writing 72% and Mathematics 61%</b>
<b>Year 3 Reading 57%, Writing 71% and Mathematics 57%</b>	7 / 25	<b>Year 3 Reading 48%, Writing 68% and Mathematics 52%</b>
<b>Year 4 Reading 13%, Writing 13% and Mathematics 50%</b>	8 / 25	<b>Year 4 Reading 40%, Writing 44% and Mathematics 60%</b>
<b>Year 5 Reading 42%, Writing 36% and Mathematics 33%</b>	11 / 25	<b>Year 5 Reading 46%, Writing 27% and Mathematics 38%</b>

<b>3. Barriers to future attainment (for pupils eligible for PPG, including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school</i> )	
<b>A.</b>	Oral language skills on entry to school are lower for pupils eligible for PPG than for other pupils. This slows reading and writing progress for these children in subsequent years.
<b>B.</b>	Phonics skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress from the outset for this pupil group.
<b>C.</b>	Attainment in core subjects is low at the end of KS1 for the majority of eligible pupils. This impacts negatively on pupils' achievement as they make the transition into KS2, with the exception of our current Year 3.
<b>D.</b>	Many pupils entitled to PPG have limited life experiences, which impacts on the knowledge, skills and understanding they bring to their learning.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Low attendance for pupils eligible for PPM is 94.8%. This reduces their access to complete teaching sequences and results in gaps in their learning.
<b>F.</b>	Poor mental health in some eligible pupils. This has a detrimental effect on pupils' behaviour, their academic progress and that of their peers.
<b>G.</b>	Poor engagement from pre-school parents in supporting children at home does not support them to be school ready. Further up the school, pupils do not receive the regular support with homework that consolidates learning and improves fluency and recall.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible for PPG	Pupils eligible for the PPG make accelerated progress in respect of their spoken language skills; their language supports rather than inhibits their learning. The writing attainment gap narrows in Years 1 and 2.
<b>B.</b>	Improve phonics skills for pupils eligible for PPG	Pupils eligible for the PPG make rapid progress so that by the end of Year 1 the attainment of this pupil group is broadly in line with the attainment of all pupils in the phonics screening test.
<b>C.</b>	Raise the attainment of eligible pupils in KS2 in Reading, Writing and Mathematics	Using the Question level Analysis of PiXL assessments during the year, eligible pupils receive targeted teaching to fill gaps in their knowledge and understanding. The proportion of pupils achieving combined age related expectations in Reading, Writing and Mathematics is 60% for Year 3, 13% for Year 4 and for 25% Year 5.
<b>D.</b>	Increase attendance for pupils eligible for PPG	The attendance of pupils entitled to PPG improves from 94.8% (2017-2018) to circa 95.5% (school average was 95.63%).
<b>E.</b>	Improve mental health of eligible pupils for PPG	Pupils entitled to the PPG who exhibit behaviours associated with poor mental health are successfully referred to Time to Talk counselling service and / or CAMHS, depending on their level of need. This leads to improvements in their ability to access learning.

5. Planned expenditure					
Academic year	2018-2019				
The three headings below show how Corsham Regis Primary Academy is using the Pupil Premium Grant to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all writing</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>A.</b> Improve the reading comprehension skills of pupils eligible for the PPG	Use PiXL Club primary reading resources to explicitly teach the gaps identified from PiXL testing. Resources will be used in whole class teaching.	Attainment data for most year groups provides evidence that pupils entitled to the PPG have lower attainment in reading than all pupils combined. Often, this is because they experience difficulty comprehending the text they are presented with. PiXL reading resources have been used both nationally and in the weeks prior to SATs at Regis with positive results.	Individual Pupil Progress Meetings led by the Headteacher Fortnightly work scrutiny by SLT Lesson observation and learning walks conducted by the Curriculum Leadership Team for English and Mathematics termly	GS / AS / GMo / AD	January 2019 April 2019  Cost £11300

<p><b>B.</b> Improve the quality and embed the use of high quality assessment for learning for pupils entitled to the PPG</p>	<p>Deputy Headteacher to lead all teaching staff in the use of PiXL Club tracking system, testing resources and Implications For Teaching reports (IFTR). These will identify the gaps in pupils' knowledge and understanding in Reading, Mathematics and EGPS, which will be used to inform teachers' planning going forward.</p>	<p>Attainment data for most year groups provides evidence that pupils entitled to the PPG have lower attainment in reading, writing and mathematics than all pupils. PiXL testing and IFTRs have been used nationally with positive results. Providing detailed analysis of pupils' attainment will have maximum impact and will improve the progress rates for children entitled to the PPG.</p>	<p>Individual Pupil Progress Meetings led by the Headteacher Fortnightly work scrutiny by SLT to assess the progress in core subjects of pupils entitled to PPG compared to those who are not Lesson observation and learning walks conducted by the Curriculum Leadership Team for English and Mathematics termly</p>	<p>GS / AS / GMo</p>	<p>January 2019 April 2019  Cost £11300</p>
<p><b>C.</b> Improve the oral language skills of pupils eligible for the PPG</p>	<p>Use Story Maker and Talk for Writing approaches to support pupils to speak in complete sentences that contain rich vocabulary and varied sentence structure.</p>	<p>Attainment data for most year groups provides evidence that pupils entitled to the PPG have lower attainment in writing than all pupils combined. Often, this is because they experience difficulty composing an oral sentence and holding it in their head to write.</p>	<p>Pupil Progress Meetings led by the Leadership Team Termly work scrutiny by SLT Lesson observation and learning walks conducted by the Curriculum Leadership Team for English and Mathematics termly that capture use of speaking stories, talking texts methodologies</p>	<p>CS / SC</p>	<p>January 2019 April 2019  £4000</p>
<b>Anticipated cost</b>					<b>£26,750</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p><b>A.</b> Improved oral language skills to support pupils entitled to the PPG to make expected progress and meet age related standards across the curriculum</p>	<p>Use of Talk Boost materials to provide small group interventions to develop language skills delivered by practitioners trained in use of this Wave 2 intervention.</p>	<p>Effective language skills are essential for children to access the curriculum. In the classroom, spoken language is the primary medium through which teachers teach and children learn. Research shows that language development is critical to cognitive development. Assessment of language skills using Talk Boost assessments provides evidence that pupils entitled to the PPG often have language skills below and sometimes significantly below those expected for their age.</p>	<p>Timetable staff delivering provision ensuring they know the targets to work on and have sufficient delivery and recordkeeping time. Observation of 5 sessions across the year by the Senior Teacher Leading Inclusion with developmental feedback. Use of Talk Boost screening tool to identify target pupils. Entry and exit data will be monitored by intervention leader pre and post 10 week intervention assessments.</p>	<p>GMc / DG</p>	<p>September to December 2018 January to April 2019 May to July 2019 Note: Interventions take place across 10 weeks Cost £2000</p>

<p><b>B.</b> Year 6 pupils entitled to the PPG who are working below age related standards in reading, writing and mathematics are supported through specialist provision, to make catch-up progress.</p>	<p>Provide DTT (Diagnosis, Therapy, Test) strategy for key marginal pupils entitled to the PPG using PiXL Personal Learning Checklists. These will be reviewed after each termly assessment. DTT will be delivered by the class teacher and headteacher in school time and through Breakfast Club. When SC returns from maternity leave in February 2019, the level of provision will increase with a specific focus on writing.</p>	<p>PiXL Club has been proven to have a significant impact on improving pupil outcomes at the end of KS2 in other schools. Acquiring age related expectations in core subjects before pupils move onto the next stage of their schooling is essential to their future success at school and in life. This provision will be accessed by children entitled to the PPG, who have not yet made expected progress in the core subjects from KS1 and those who are working below age related expectations. The PiXL Associate will visit 5 times over the year to work alongside the Deputy Headteacher to ensure pupils benefit from the latest research and developments from the PiXL Club.</p>	<p>The Deputy Headteacher, Headteacher and PiXL Associate will use PiXL data 4 times per year to monitor the progress of pupils receiving this support and plan their next step targets. PiXL testing materials will produce scaled scores which will evidence progress made. Work in pupils' PiXL books will show the progress they are making. Lesson observations will evidence use of key PiXL resources in whole class and key marginal group teaching.</p>	<p>GS / AS / SC</p>	<p>October 2018 December 2018 March 2019 April 2019  Cost £10000</p>
<p><b>C.</b> Year 5 pupils entitled to the PPG who are working below age related standards in reading, writing and mathematics are supported through specialist provision, to make catch-up progress.</p>	<p>Success @Arithmetic &amp; Back on Track – small group intervention for Mathematics  PiXL Club after Year 6 SATs  Mathletics online subscription  PiXL DTT (see above) for Mathematics and Reading delivered by class teacher and trained Teaching Assistant.</p>	<p>Mathematics and Reading attainment outcomes are low for all cohorts at Regis. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit. The Success @Arithmetic &amp; Back on Track interventions have been used between 2016 and 2018 and been successful in terms of the progress children have made and their improved attitudes to mathematics.</p>	<p>The Deputy Headteacher will monitor the impact of these interventions. The Headteacher will receive reports 3 times per year on the progress of pupils receiving this support and their next step targets. PiXL testing materials will produce scaled scores which will evidence progress made. Work in pupils' PiXL books will show the progress they are making.</p>	<p>AD / AP/ AS</p>	<p>December 2018 March 2019 June 2019  Cost £6500</p>
<p><b>D.</b> Parents of pupils eligible for the PPG ensure that their child attend school on time and are school ready.</p>	<p>Employ a Parent Support Advisor (PSA) one day per week.</p>	<p>The attendance and punctuality of eligible pupils is lower than all pupils in the school. There are 6 families entitled to the PPG who are persistent absentees. In the past 3 years parents have either made contact directly with our PSA or been referred to her following concerns around parenting, pupils' behaviour or low level neglect.</p>	<p>The PSA will be employed one day per week to lead Triple P Parenting courses termly and meet with the most vulnerable parents 1:1 to ensure that boundaries and routines are established at home, and that children come to school ready to learn.</p>	<p>GS / CMc</p>	<p>December 2018 March 2019 June 2019  Cost £4000</p>
<b>Anticipated cost</b>					<b>£22,500</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A.</b> The attendance of pupils entitled to the PPG is at least 95.3%	Senior Teacher Leading Inclusion will have dedicated time to work with EWO to plan proactive as well as threshold reactive actions in respect of attendance.	Improved attendance results in improved access to teaching, which contributes to better progress and reduces the risk of gaps arising in children's learning. In 2017-2018 the attendance of pupils entitled to PPG was 94.8%, which is 0.8% lower than all pupils. 30% of children in the category of persistent absentees are entitled to the PPG.	Senior Teacher Leading Inclusion will promote good attendance through incentives, communicate with families who have low attendance and work with the Educational Welfare Officer to engage parents of persistent absentees. Cost £6000, includes toast £1000.	GMc / GS	Fortnightly tracking sheet charting the attendance of pupils entitled to PPG shows that prompt action is taken when attendance falls.
<b>B.</b> Reduce the occurrence of emotional dysregulation in eligible pupils.	Time to Talk – counselling service from Relate	Poor mental health in pupils this year has resulted to behaviour incidents. This has stemmed from attachment needs, domestic abuse, as well unsettled and chaotic households. 25% of pupils entitled to the PPG and at an appropriate age to access the service have behaviours that are barriers to their learning and the learning of others.	Time to Talk counsellor to attend Regis weekly. Senior Teacher Leading Inclusion to organise appointments, promote Time to Talk with parents and arrange drop in sessions for Year 6 pupils. Cost £1250.	GMc	December 2018 March 2019 June 2019
<b>C.</b> Improve the emotional health and well-being of eligible pupils	Nurture Group provision. Children whose emotional and social vulnerability has the potential to prevent them successfully accessing the curriculum, receive a curriculum that is specifically designed to support their engagement with learning, build their self-worth and promote positive interaction with adults and peers.	This intervention has been incredibly successful at Corsham Regis in improving the most vulnerable pupils' self-esteem, attitudes to learning and socialisation. Looking ahead it is our PPG entitled pupils who will benefit most from this in 2018-19.	Two ELSA trained Teaching Assistants will run the Nurture Group in the mornings with KS2 pupils and with KS1 pupils in the afternoons with the Senior Teacher Leading Inclusion having overall responsibility for pupils' progress. Pupils are assessed using the Boxhall Profile. Cost £19000	GMc	December 2018 March 2019 June 2019
<b>D.</b> Pupils from low-income households have equitable access to the Corsham Regis broad and rich curriculum	Profound Learning budget	Many of our eligible pupils do not get to explore places of interest beyond Corsham or Chippenham. In providing memorable life experiences, children's lives are enriched and their aspirations are raised.	£1000 is to be used to subsidise the cost of trips and visitors for all eligible pupils. Each class teacher will receive a pro-rata amount of money depending on the number of eligible pupils they have. This will be used by the class teacher to offer two prices for profound learning experiences – one for eligible pupils and one for non-eligible pupils. The impact of this funding will be evidenced through	GS	December 2018 March 2019 June 2019

			pupil voice and any follow up work linked to the experience.		
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<b>Anticipated cost</b>					<b>£27,250</b>
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<b>(2018-2019) TOTAL BUDGETED COST</b>					<b>£76,500</b>
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6. Review of expenditure in 2018 – 2019 **December 2018** **March 2019**

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated 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)	Cost
<p><b>A.</b> Improve the reading comprehension skills of pupils eligible for the PPG</p>	<p>Use PiXL Club primary reading resources to explicitly teach the gaps identified from PiXL testing. Resources will be used in whole class teaching.</p>	<p>Year 1 pupils on track to pass Year 1 Phonics Screening check is 26 / 31 (84%)</p> <p>In this cohort there are 6 PPG pupils. 3 out of 6 PPG pupils are on track to pass the Phonics Screening check.</p> <p>In Spring 4, children were re-assessed for the Phonics Screening check. Children who are on target to pass (with a score of 26/40 at present) is 74% (23/31 children). 3 out of 6 PPG pupils are still on track to pass the Phonics Screening check.</p>	<p>This approach will be continued. The next step is to complete mock checks by the end of December so that we can focus on gaps in the Spring Term.</p> <p>Tests were completed at the end of Dec and end of March. Children are continuing in RWInc. But, now that Y1 teacher has a student in her class, she is going to run boosters for 4 children. The key focus for these interventions will be set 3 sounds and pseudo words.</p>	



<p><b>B.</b> Improve the quality and embed the use of high quality assessment for learning for pupils entitled to the PPG</p>	<p>Deputy Headteacher to lead all teaching staff in the use of PiXL Club tracking system, testing resources and Implications For Teaching reports (IFTR). These will identify the gaps in pupils' knowledge and understanding in Reading, Mathematics and EGPS, which will be used to inform teachers' planning going forward.</p>	<p><b>INSET Day 2 allocated to effective use of PiXL Club and strategy.</b></p> <p><b>Work and planning scrutiny conducted by SLT, as well as pupil progress meetings with each class teacher in the Autumn and Spring Terms, show that this is being used to inform lesson planning in all classes.</b></p> <p><b>At the end of December 2018 the proportion of eligible pupils achieving combined age related expectations in Reading, Writing and Mathematics is:</b>  0% for Year 3 (Target is 20% for Year 3)  10% for Year 4 (Target is 13% for Year 4)  0% for Year 5 (Target is 25% for Year 5)  27% for Year 6 (Target is 55% for Year 6)</p> <p><b>At the end of March 2019 the proportion of eligible pupils achieving combined age related expectations in Reading, Writing and Mathematics is:</b>  10% for Year 3 (Target is 20% for Year 3)  10% for Year 4 (Target is 13% for Year 4)  0% for Year 5 (Target is 25% for Year 5)  31% for Year 6 (Target is 55% for Year 6)</p>	<p>This approach will be continued with for the remainder of the year. In Year 3 and Year 4 there are two more pupils who are making good progress and are capable of achieving age related expectations in RWM combined. In Year 5 and Year 6 there are 3 pupils in the same position.</p>	
<p><b>C.</b> Improve the oral language skills of pupils eligible for the PPG</p>	<p>Use Story Maker and Talk for Writing approaches to support pupils to speak in complete sentences that contain rich vocabulary and varied sentence structure.</p>	<p><b>Talk for writing is being used throughout the school. The impact of this is that the children are exposed to repetitive, higher level language and they are using this in their spoken language and beginning to see more evidence of this in books.</b></p> <p><b>Through SPaG and writing the use of stem sentences and wow words continue to encourage pupils to use a variety of sentence starters and structures.</b></p>	<p>This approach will be continued.</p>	
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p><b>A.</b> Improved oral language skills to support pupils entitled to the PPG to make expected progress and meet age related standards across the curriculum</p>	<p>Use of Talk Boost materials to provide small group interventions to develop language skills delivered by practitioners trained in use of this Wave 2 intervention.</p>	<p>4 Year 1 pupils are accessing Talk Boost, 2 of whom are PPG. A baseline assessment has been taken and will be completed in January 2019.</p> <p>All of these pupils are achieving below age related expectations. However, on average the progress for these pupils was +9 points since September 2018.</p>	<p>We are on track to include a further 8 pupils by the end of the academic year.</p> <p>Continue with the Talk Boost programme</p>	
<p><b>B.</b> Year 6 pupils entitled to the PPG who are working below age related standards in reading, writing and mathematics are supported through specialist provision, to make catch-up progress.</p>	<p>Provide DTT (Diagnosis, Therapy, Test) strategy for key marginal pupils entitled to the PPG using PiXL Personal Learning Checklists. These will be reviewed after each termly assessment.</p> <p>DTT will be delivered by the class teacher and headteacher in school time and through Breakfast Club.</p> <p>When SC returns from maternity leave in February 2019, the level of provision will increase with a specific focus on writing.</p>	<p>PiXL Diagnosis, Test and Therapy testing has taken place in September for all Year 6 pupils in Reading, Mathematics and EGPS. Therapy groups have been established for RWM with the HT, DHT and Senior Teacher delivering each intervention using PiXL materials.</p> <p>Composition of therapy groups:  Reading: 3 out of 5 pupils are PPG  Writing: 2 out of 5 pupils are PPG  Mathematics: 4 out of 5 pupils are PPG</p> <p>Breakfast Club has been established for Mathematics. 2 out 3 pupils are PPG</p> <p>Composition of therapy groups:  Reading: 4 out of 6 pupils are PPG  2 of 4 PPG pupils are on track to achieve EXS/GDS  Writing: 6 out of 12 pupils are PPG  6 of 6 PPG pupils are on track to achieve EXS/GDS  Mathematics: 4 out of 8 pupils are PPG  2 of 4 PPG pupils are on track to achieve EXS/GDS</p>	<p>Continue with this approach next year and renew PiXL subscription in May 2019</p>	

<p><b>C.</b> Year 5 pupils entitled to the PPG who are working below age related standards in reading, writing and mathematics are supported through specialist provision, to make catch-up progress.</p>	<p>Success @Arithmetic &amp; Back on Track – small group intervention for Mathematics</p> <p>PiXL Club after Year 6 SATs</p> <p>Mathletics online subscription</p> <p>PiXL DTT (see above) for Mathematics and Reading delivered by class teacher and trained Teaching Assistant.</p>	<p>In Year 5 there are 8 pupils out of 25 who are eligible for the PPG.</p> <p>An experienced Teaching Assistant is delivering a PIXL Diagnosis, Test and Therapy for mathematics, which is overseen by the class teacher. 3 out of 6 pupils who attend are entitled to the PPG. The scaled scores for this group ranged from 87 to 93 in December 2018.</p> <p>The scaled scores for this group have increased by +2 on average since December.</p> <p>Success@Arithmetic: 4 out of 5 Year 5 pupils have started this mathematics intervention from a baseline assessment. They are due to complete this in the Summer Term and will be assessed at the end.</p>	<p>Continue with both interventions.</p> <p>Next assessment data drop to be analysed in Summer Term 5</p>	
<p><b>D.</b> Parents of pupils eligible for the PPG ensure that their child attend school on time and are school ready.</p>	<p>Employ a Parent Support Advisor (PSA) one day per week.</p>	<p>PSA resigned from the post of PSA effectively from Oct 1<sup>st</sup> 2018 and has not been replaced.</p>	<p>This approach will be discontinued.</p>	

**iii. Other approaches**

Desired outcome	Chosen action/approach	Estimated 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)	Cost
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<p><b>A.</b> The attendance of pupils entitled to the PPG is at least 95.5%</p>	<p>Senior Teacher Leading Inclusion will have dedicated time to work with EWO to plan proactive as well as threshold reactive actions in respect of attendance.</p>	<p>Target is to improve the attendance of pupils entitled to PPG from 94.8% (2017-2018) to circa 95.5% (school average was 95.63%)</p> <p>17/12/18 Attendance for pupils entitled to PPG is 95.05% 😊</p> <p>26/03/19 Attendance for pupils entitled to PPG is 94.5% 😊 Our EWO and STLI have met to review individual cases where absence is below 90% and in most cases parents have given medical reasons for absence. These have been challenged and are subject to further review in Summer Term 5.</p>	<p>Continue with this approach.</p>	
<p><b>B.</b> Reduce the occurrence of emotional dysregulation in eligible pupils.</p>	<p>Time to Talk – counselling service from Relate</p>	<p>8 out of 9 pupils who have attended Time to Talk are entitled to the PPG. There has been a significant improvement in the behaviour of the large majority of these children. All have increased their self-esteem.</p>	<p>Feedback from these sessions is restricted due to confidentiality.</p> <p>Continue with this approach</p>	
<p><b>C.</b> Improve the emotional health and well-being of eligible pupils</p>	<p>Nurture Group provision. Children whose emotional and social vulnerability has the potential to prevent them successfully accessing the curriculum, receive a curriculum that is specifically designed to support their engagement with learning, build their self-worth and promote positive interaction with adults and peers.</p>	<p>In KS2, 8 pupils attend this daily intervention. Of these 6 are entitled to the PPG.</p> <p>In KS1, 6 pupils attend this intervention 4 afternoons per week. Of these 4 are entitled to the PPG.</p> <p>The class teachers have noticed a marked improvement in the children's attitudes to learning and self-esteem for all pupils, without exception, and they are more prepared to have ago.</p> <p>One additional EAL / Pupil Premium pupil has been added to the KS1 afternoon group.</p>	<p>All pupils in Nurture have been baselined using the Boxhall Profile. The next assessment will be at the end of Summer Term 6</p>	

<p><b>D.</b> Pupils from low-income households have equitable access to the Corsham Regis broad and rich curriculum</p>	<p>Profound Learning budget</p>	<p>No money has been spent on Profound Learning experiences to date except Year 6. Pupils eligible for the Pupil Premium had to pay a reduced rate.</p> <p>Years 1&amp;2 have booked trips to Sevington Victorian School and the SS Great Britain as part of their Victorians and Inventors topics. Year 3&amp;4 have booked historical characters and archery for their Anglo-Saxons topic in Summer 2019.</p> <p>Year 5 are exploring a trip to Glastonbury Tor as well as a historical character visit for their Anglo-Saxons topic in Summer 2019</p>	<p>Teachers are waiting for warmer weather for class trips and visitors.</p> <p>Plan these ahead of the academic year 2019-20</p>	
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