

# Hartshorne CE Primary School Pupil premium strategy statement



1. Summary information					
School	Hartshorne CE Primary School				
Academic Year	2017/2018	Total PP budget	£47520	Date of most recent PP Review	September 2017
Total number of pupils	105	Number of pupils eligible for PP	36	Date for next internal review of this strategy	January 2018

2. Current attainment		
	<i>Pupils eligible for PP (46)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	55.9, 37.1, 57.2	66.6, 64.6, 68.8
% making progress in reading (more than expected)	18.7	11.1
% making progress in writing (more than expected)	12.1	4.4
% making progress in maths (more than expected)	15.6	13.6

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Low levels of entry of PP pupils particularly in communication, literacy, language and social and emotional development
B.	Mobility of pupils with PP into the school with additional needs
C.	Large majority of PP children are on SEN register, have Multi Agency Team involvement and are mobile
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance for PP children
E.	Some home learning environments lack support for pupils to develop their language and social skills

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve language skills for pupils eligible for PP <ul style="list-style-type: none"> <li>HLTA in KS1 for English and maths interventions (interventions have a starting data and end data using iTrack, the school tracking system)</li> </ul>	PP children with no SEN to be at expected standard in speaking and listening by the end of each year and to apply their vocabulary into their writing to ensure PP with no SEN are at the expected standard in reading, writing and maths

	<ul style="list-style-type: none"> <li>HLTA in KS2 for English and maths interventions (interventions have a starting data and end data using iTrack, the school tracking system)</li> <li>TA to provide Talk Boost interventions in KS1 and LKS2 (Talk Boost has a starting point assessment and an end point assessment that is numerical to show progress)</li> </ul>	
<b>B.</b>	<p>Improve social and emotional skills for pupils eligible for PP</p> <ul style="list-style-type: none"> <li>TA employed to provide nurture and positive play and ensure every vulnerable child engages in school life (Boxhall profile used pre and post to measure as well as the Leuven Involvement Scale pre and post)</li> <li>Growth Mindset approach developed in school measured via staff questionnaire pre and post for the academic year</li> </ul>	<p>PP children including those with SEN and MAT involvement engage in school life and develop social and emotional skills appropriate for their age in order to being to access the curriculum</p> <p>PP children will feel more positive at making mistakes as the school will promote it is ok to make mistakes and that we learn from them Workshop for UKS2 to develop a growth mindset and team building skills that include resilience when mistakes are made</p>
<b>C.</b>	<p>Increase the number of PP children achieving the expected standard in RWM at the end of the academic year</p> <ul style="list-style-type: none"> <li>Use starting points from iTrack and use termly pupil progress meetings to measure the progress. Lesson observations will also form part of the measurement as teaching that is Good or better is only acceptable</li> </ul>	<p>Children at the expected standard in reading, writing and maths is in line with or above national floor standards at 65% except for those children with SEN that would not allow this</p>

## 5. Planned expenditure

Academic year

2017-2018

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve language skills for all pupils	<p>HLTA in KS1 for English and maths intense support (interventions have a starting data and end data using iTrack, the school tracking system)</p> <p>HLTA in KS2 for English and maths interventions (interventions have a starting data and end data using iTrack, the school tracking system)</p> <p>TA to provide Talk Boost interventions in KS1 and LKS2 (Talk Boost has a starting point assessment and an end point assessment that is numerical to show progress)</p>	<p>“Maximising the Impact of TAs” suggests when used effectively to support teaching and learning pupils gain greater progress and better outcomes. This also links with The Sutton Trust and Education Endowment Foundation (EEF) that TAs and HLTAs should be used to support learners who they are trained to support. If the teacher gives QfT to the children who need it more e.g. SEN and lower achievers from their initial starting points</p> <p>Talk Boost is a targeted and evidence-based intervention, which supports language-delayed children aged 4-7, to make significant progress with their communication skills. It is part of a wider programme (A Chance to Talk (ACTT)) designed to improve primary school pupils’ speech, language and communication. ACTT does this through whole school approaches, targeted interventions and specialist support across Waves 1, 2 and 3.</p>	<p>SENCo support with interventions Full staff training in staff meetings for TAs and teachers Achievement team meetings for TAs to discuss best practice Timetables for interventions based on pupil progress meetings and followed up each half term by SLT</p> <p>Teaching staff will identify relevant children for the intervention project. These will be children with language delay. This will be defined using inclusion criteria that describes children who have immature language for their age, for example, poor vocabulary, immature sentences or insufficient language for learning, play or socialising. A trained TA will timetable this. The 10-week intervention programme has been developed to include:</p> <ul style="list-style-type: none"> <li>• 30 sessions of activities; around 4 activities in each session</li> <li>• Picture materials and games developed to support the sessions</li> <li>• Some simple follow up activities for the whole class (including materials to support)</li> </ul>	<p>Assistant Head and SENCo</p> <p>English Leader</p> <p>Headteacher</p> <p>Trained TA</p>	<p>Half termly October 2017 December 2017 February 2018 March 2018 May 2018 July 2018</p> <p>After the 10-week programme (March 2018). This will be repeated for another group of identified children that have been a cause for concern in the meantime</p>

	Reading inference training from Derbyshire County Council – accredited trainer	Reading at the end of KS2 2017 60% compared to national 61%. Children losing marks on inference, especially the 3 point questions	<ul style="list-style-type: none"> <li>• Some simple follow up activities for parents/carers</li> <li>• Monitoring and evaluation documentation</li> </ul>	L:iteracy lead plus 2 TAs for intervention	October 2017 February 2018 June 2018
	Continue with T4W training when needed from St Joseph's Primary School in Derby	Writing in Y2 and Y6 had improved using this process in 2017 and needs to continue in 2017-2018 academic year to impact on Y1, Y3, Y4 and Y5 and this years weaker Y6 cohort	Literacy lead to attend training along with any new staff Observations of each other to remain heavily focused in T4W. On the SDP	Literacy lead and HT	October 2017 February 2018 June 2018
<b>Total budgeted cost</b>					48106.32
<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>Improve language skills for pupils eligible for PP</p>	<p>HLTA in KS1 for English and maths interventions (interventions have a starting data and end data using iTrack, the school tracking system)</p> <p>HLTA in KS2 for English and maths interventions focusing on PP pupils (interventions have a starting data and end data using iTrack, the school tracking system)</p> <p>TA to provide Talk Boost interventions in KS1 and LKS2 (Talk Boost has a starting point assessment and an end point assessment that is numerical to show progress) Focus on PP children first</p> <p>Reading inference training from Derbyshire County Council – accredited trainer</p> <p>Continue with T4W training when needed from St Joseph's Primary School in Derby</p>	<p>“Maximising the Impact of TAs” suggests when used effectively to support teaching and learning pupils gain greater progress and better outcomes. This also links with The Sutton Trust and Education Endowment Foundation (EEF) that TAs and HLTAs should be used to support learners who they are trained to support. If the teacher gives QfT to the children who need it more e.g. SEN and lower achievers from their initial starting points. This also includes children eligible for PP. The TA and HLTA to support higher achievers so the teacher can focus on PP children. This is also a Derbyshire approved intervention</p> <p>Talk Boost is a targeted and evidence-based intervention, which supports language-delayed children aged 4-7, to make significant progress with their communication skills. It is part of a wider programme (A Chance to Talk (ACTT)) designed to improve primary school pupils' speech, language and communication. ACTT does this through whole school approaches, targeted interventions and specialist support across Waves 1, 2 and 3.</p> <p>Reading at the end of KS2 2017 60% compared to national 61%. Children losing marks on inference, especially the 3 point questions</p> <p>Writing in Y2 and Y6 had improved using this process in 2017 and needs to continue in 2017-2018 academic year to impact on Y1, Y3, Y4 and Y5 and this years weaker Y6 cohort</p>	<p>SENCo support with interventions Full staff training in staff meetings for TAs and teachers Achievement team meetings for TAs to discuss best practice for PP children Timetables for interventions based on pupil progress meetings and followed up each half term by SLT</p> <p>Teaching staff will identify relevant children for the intervention project focusing initially on PP children. These will be children with language delay. This will be defined using inclusion criteria that describes children who have immature language for their age, for example, poor vocabulary, immature sentences or insufficient language for learning, play or socialising. A trained TA will timetable this. The 10-week intervention programme has been developed to include:</p> <ul style="list-style-type: none"> <li>• 30 sessions of activities; around 4 activities in each session</li> <li>• Picture materials and games developed to support the sessions</li> <li>• Some simple follow up activities for the whole class (including materials to support)</li> <li>• Some simple follow up activities for parents/carers</li> <li>• Monitoring and evaluation documentation</li> </ul> <p>Appoint new literacy lead Timetable the training Meet with literacy lead Literacy lead to manage the process Diagnostic assessments to measure progress. All staff trained as a whole school approach</p> <p>Literacy lead to attend training along with any new staff Observations of each other to remain heavily focused in T4W. On the SDP</p>	<p>Assistant Head and SENCo</p> <p>English Leader</p> <p>Headteacher</p> <p>Trained TA</p> <p>L:iteracy lead plus 2 TAs for intervention</p> <p>Literacy lead and HT</p>	<p>Half termly October 2017 December 2017 February 2018 March 2018 May 2018 July 2018</p> <p>After the 10-week programme (March 2018). This will be repeated for another group of identified children that have been a cause for concern in the meantime</p> <p>October 2017 February 2018 June 2018</p> <p>October 2017 February 2018 June 2018</p>
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					Total budgeted cost	48106.32
iii. Other approaches						
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?	
Improve social and emotional skills for pupils eligible for PP and those with high mobility	TA employed to provide nurture and positive play and ensure every vulnerable child engages in school life (Boxall profile used pre and post to measure as well as the Leuven Involvement Scale pre and post)	<p>The Positive Play support programme can help children feel special, help them to express and communicate their feelings, feel good about themselves, raise their self-esteem, and improve their social skills in a reliable, safe and supportive environment.</p> <p>Positive Play aims to:</p> <ul style="list-style-type: none"> <li>allow young people a space to express and communicate feelings and difficulties in their lives, through a variety of media in constructive rather than aggressive ways and in a safe non-threatening environment</li> <li>help young people feel good about themselves, and raise self-esteem by providing activities that look at their strengths and by valuing what they do and making it special</li> <li>provide a non-authoritarian, supportive, reliable, safe, unconditional relationship within the school and other settings</li> <li>provide some of the early experiences that might (may) have been missed but which are necessary for formal education and social interaction</li> <li>help young people acquire the complex range of life skills needed to achieve their full potential.</li> </ul> <p>The programme has been evaluated by Sheffield Hallam University and found to be an effective early intervention tool in supporting children, raising their self-esteem, enabling them to access the curriculum, and so achieve their potential.</p> <p>Ofsted defined the Positive Play support programme as 'An early intervention tool, reducing disaffection and encouraging inclusive education'.</p> <p>The pioneering programme is so successful it has been shared with schools in Norfolk, Swansea, Melton Mowbray, Rotherham and Doncaster.</p>	<p>Two members of staff to be trained by the positive play team from Derbyshire.</p> <p>Timetables to be created for positive play activities by two TAs that have been trained. Children identified by class teachers and TAs based on their academic achievement as well as their emotional and social well being</p> <p>Monitoring the outcomes from each session by looking at the planning</p>	HLTA TA	<p>Half termly December 2017 February 2018 March 2018 May 2018 July 2018</p>	

Growth Mindset approach developed in school measured via staff questionnaire pre and post for the academic year	Growth Mindset attitude modelled by all staff. Becomes part of the ethos of the school that it is ok to make mistakes and learn from them	Growth Mindset is the idea Professor Carol Dweck, the Lewis and Virginia Eaton Professor of Psychology at Stanford University. Dweck has conducted a lifetime's research into mindsets and established an opposition between a fixed mindset (the belief that intelligence is fixed) and a growth mindset (the belief that intelligence can grow). The differences Dweck establishes are well illustrated in this helpful infographic by Nigel Holmes. <a href="https://chrishildrew.wordpress.com/2014/03/21/becoming-a-growth-mindset-school/">https://chrishildrew.wordpress.com/2014/03/21/becoming-a-growth-mindset-school/</a>	Signs and symbols of a positive attitude The use of the word "yet" for children and parents Golden assembly, although based on a Christian value theme to include the positivity and effort children have shown in their learning.	Headteacher Assistant Headteacher	Half termly in books and questionnaires for children
<b>Total budgeted cost</b>					

6. Review of expenditure				
Previous Academic Year		2016 - 2017		
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>Improve language skills for all pupils</p>	<p>HLTA in KS1 for English and maths interventions (interventions have a starting data and end data using iTrack, the school tracking system)</p> <p>HLTA in KS2 for English and maths interventions (interventions have a starting data and end data using iTrack, the school tracking system)</p> <p>TA to provide Talk Boost interventions in KS1 and LKS2 (Talk Boost has a starting point assessment and an end point assessment that is numerical to show progress)</p>	<p>HLTA in Y1 had an impact on the phonics screening check.</p> <p>1 child in EYFS PP, (5.5%) did not make GLD but made more than 3 age bands progress in PSED &amp; PD At least 3 in CL, M, UtW &amp; EAD. This child met the success criteria for listening but not speaking.</p> <p>69% children met the standard for the phonics screening check. 75% PP children met the standard for the phonics screening check</p> <p>71% of all children met required standard for RWM at the end of year 2. 50% of all PP children met required standard for RWM at the end of year 2. 80% of non-PP children met the required standard in RWM at the end of year 2.</p> <p>HLTA support in KS2 resulted in 60% children meeting floor standard for RWM and 75% PP children meeting the floor standard for RWM</p> <p>Talk Boost began but did not complete due to the TA going on maternity leave and returning part time</p>	<p>Focus shifted to include improving writing based on Y2 and Y6 writing outcomes for the previous year, which were well below the floor target (50% Y2, 36% Y6). We spent the PP money on training the whole school in T4W and this will continue into the next academic year and beyond</p> <p>This child is now eligible to receive Talk Boost interventions</p> <p>The intense support will continue for phonics as the new year one cohort is currently below phase 4 and have been assessed with gaps</p> <p>This will continue as the new year 2 cohort has 4 children entitled to PP who were below standard at the end of year 1. 50% of the PP children are mobility children with previous social care involvement.</p> <p>SENCO has intensely supported TAs, teachers to ensure teachers support SEN, PP, and other disadvantaged and vulnerable children receive QfT. This is essential it continues next academic year due to change of staffing.</p> <p>HLTA support in KS2 will continue next academic year as the subsequent cohorts are weaker (based on previous KS1 data) and</p>	<p>£1025 £400.02 £499 £21397 £22849</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>Improve language skills for pupils eligible for PP</p>	<p>HLTA in KS1 for English and maths interventions (interventions have a starting data and end data using iTrack, the school tracking system)</p> <p>HLTA in KS2 for English and maths interventions focusing on PP pupils (interventions have a starting data and end data using iTrack, the school tracking system)</p> <p>TA to provide Talk Boost interventions in KS1 and LKS2 (Talk Boost has a starting point assessment and an end point assessment that is numerical to show progress) Focus on PP children first</p>	<p>See above</p> <p><b>PERFORMANCE SUMMARY: Attainment</b>  <b>Attainment on entry for 2016/2017 cohort</b>  <ul style="list-style-type: none"> <li>Attainment on entry into Reception was measured within the first 4 weeks using development matters points. Analysis showed that most pupils were working below age-related expectations in all areas of learning.</li> </ul> <b>End of EYFS outcomes (18 children)</b>  <ul style="list-style-type: none"> <li>78% of children attained a good level of development compared with 69% nationally in 2016.</li> <li>The three year trend of attainment in EYFS is upward consistently above national.</li> </ul> <b>Phonics check</b>  <ul style="list-style-type: none"> <li>69% of the 13 Y1 children reached the expected standard in the Y1 phonics check compared to 81% nationally in 2016.</li> <li>The three year trend of attainment in the Y1 phonics check is variable. (A dip this year due to a small cohort and two children with no previous schooling, prior to 2017 above national)</li> <li>By the end of KS1, 93% of the 14 children in the whole cohort have met the expected standard compared to 91% nationally in 2016.</li> </ul> <b>End of KS1 outcomes (No. of children: All 14; Dis 4)</b>      <b>End of KS2 outcomes (No. of pupils: All 15; Dis 8)</b></p> <table border="1"> <thead> <tr> <th colspan="4">End of KS1 outcomes (No. of children: All 14; Dis 4)</th> <th colspan="4">End of KS2 outcomes (No. of pupils: All 15; Dis 8)</th> </tr> <tr> <th></th> <th></th> <th>Working at or above expected standard %</th> <th>Working at greater depth %</th> <th></th> <th></th> <th>Working at or above expected standard %</th> <th>Working at greater depth or high standard %</th> <th>Average Scaled Score</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Reading</td> <td>All</td> <td>71 (74%)</td> <td>21 (24%)</td> <td rowspan="2">Reading</td> <td>All</td> <td>80 (66%)</td> <td>13 (19%)</td> <td>102 (102.6*)</td> </tr> <tr> <td>Disadvantaged</td> <td>50 (76%)</td> <td>0 (0%)</td> <td>Disadvantaged</td> <td>75 (72%)</td> <td>13 (23%)</td> <td>103 (103.8**)</td> </tr> <tr> <td rowspan="2">Writing</td> <td>All</td> <td>71 (65%)</td> <td>0 (1%)</td> <td rowspan="2">Writing</td> <td>All</td> <td>80 (74%)</td> <td>40 (15%)</td> <td></td> </tr> <tr> <td>Disadvantaged</td> <td>50 (60%)</td> <td>0 (0%)</td> <td>Disadvantaged</td> <td>88 (79%)</td> <td>38 (18%)</td> <td></td> </tr> <tr> <td rowspan="2">Maths</td> <td>All</td> <td>71 (73%)</td> <td>29 (18%)</td> <td rowspan="2">Maths</td> <td>All</td> <td>73 (70%)</td> <td>13 (17%)</td> <td>103 (103.0*)</td> </tr> <tr> <td>Disadvantaged</td> <td>50 (77%)</td> <td>0 (0%)</td> <td>Disadvantaged</td> <td>75 (76%)</td> <td>13 (20%)</td> <td>103 (104.1**)</td> </tr> <tr> <td colspan="4"></td> <td rowspan="2">EGPS</td> <td>All</td> <td>67 (72%)</td> <td>27 (22%)</td> <td>105 (104.0*)</td> </tr> <tr> <td colspan="4"></td> <td>Disadvantaged</td> <td>87 (78%)</td> <td>25 (20%)</td> <td>106 (106.0**)</td> </tr> <tr> <td colspan="4"></td> <td rowspan="2">Re.Wr.Ma</td> <td>All</td> <td>60 (63%)</td> <td>60 (6%)</td> <td></td> </tr> <tr> <td colspan="4"></td> <td>Disadvantaged</td> <td>75 (60%)</td> <td>0 (7%)</td> <td></td> </tr> </tbody> </table> <p>* 2016 National data  ** 2016 National data for other pupils</p> <p><b>Current attainment as measured against the expectations of the national curriculum in other year groups</b></p> <table border="1"> <thead> <tr> <th colspan="2">Year Group</th> <th>Working at or above expected standard %</th> <th>Working at greater depth %</th> <th colspan="2">Year Group</th> <th>Working at or above expected standard %</th> <th>Working at greater depth or high standard %</th> </tr> </thead> <tbody> <tr> <td colspan="2"><b>No. of Y1 children:</b></td> <td>All 13; Disadvantaged 4</td> <td></td> <td colspan="2"><b>No. of Y4 pupils:</b></td> <td>All 16; Disadvantaged 7</td> <td></td> </tr> <tr> <td rowspan="2">Y1 Reading</td> <td>All</td> <td>46</td> <td>23</td> <td rowspan="2">Y4 Reading</td> <td>All</td> <td>60</td> <td>27</td> </tr> <tr> <td>Disadvantaged</td> <td>0</td> <td>0</td> <td>Disadvantaged</td> <td>67</td> <td>33</td> </tr> <tr> <td rowspan="2">Y1 Writing</td> <td>All</td> <td>38</td> <td>8</td> <td rowspan="2">Y4 Writing</td> <td>All</td> <td>53</td> <td>13</td> </tr> <tr> <td>Disadvantaged</td> <td>0</td> <td>0</td> <td>Disadvantaged</td> <td>50</td> <td>17</td> </tr> <tr> <td rowspan="2">Y1 Maths</td> <td>All</td> <td>31</td> <td>8</td> <td rowspan="2">Y4 Maths</td> <td>All</td> <td>60</td> <td>13</td> </tr> <tr> <td>Disadvantaged</td> <td>0</td> <td>0</td> <td>Disadvantaged</td> <td>67</td> <td>0</td> </tr> <tr> <td colspan="4"></td> <td rowspan="2">Y4 EGPS</td> <td>All</td> <td>53</td> <td>13</td> </tr> <tr> <td colspan="4"></td> <td>Disadvantaged</td> <td>50</td> <td>17</td> </tr> <tr> <td colspan="4"></td> <td rowspan="2">Y4 Re. 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Wr. Ma	All	47	7					Disadvantaged	50	0	<b>No. of Y3 pupils:</b>		All 14; Disadvantaged 6		<b>No. of Y5 pupils:</b>		All 14; Disadvantaged 8		Y3 Reading	All	43	0	Y5 Reading	All	79	0	Disadvantaged	17	0	Disadvantaged	75	0	Y3 Writing	All	29	0	Y5 Writing	All	36	0	Disadvantaged	0	0	Disadvantaged	13	0	Y3 Maths	All	71	0	Y5 Maths	All	64	0	Disadvantaged	50	0	Disadvantaged	63	0	Y3 EGPS	All	29	0	Y5 EGPS	All	36	0	Disadvantaged	0	0	Disadvantaged	13	0	Y3 Re. Wr. Ma	All	29	0	Y5 Re. Wr. Ma	All	36	0	Disadvantaged	0	0	Disadvantaged	13	0	<p>The SENCO supported the TAs and teachers for QfT and this will continue into the next academic year due to staff changes</p> <p>The focus also shifted onto reading and reading for pleasure and we bought library furniture, as there was none. We now have a library and are awaiting the impact as we are also focusing on inference training for reading in the next academic year</p> <p>It is important to be mindful that mobility children entering later into KS2, where there may be limited impact may change the focus for some PP money.</p>	<p>£1850</p> <p>£5997</p>
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<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>																																																																																																																																																																																																																																																																									

<p>Improve social and emotional skills for pupils eligible for PP</p>	<p>TA employed to provide nurture and positive play and ensure every vulnerable child engages in school life (Boxall profile used pre and post to measure as well as the Leuven Involvement Scale pre and post)</p>	<p>Children developed an extremely positive approach to learning and towards one another. Their self-esteem was raised and this is difficult to measure numerically. Attendance improved for some children due to close working family relationships. Looking at the data above Y2 and Y6 PP children did well based on the previous year and based on the children's starting points</p>	<p>Positive play and nurture has been proven to support children's mental health and encourage them to talk about their feelings rather than feeling stressed and taking time off. It also allows for other children on the class to receive respite. This will continue as we are proud of our impact with positive play for our vulnerable children</p>	<p>£5276 £354</p>
<p>Growth Mindset approach developed in school measured via staff questionnaire pre and post for the academic year</p>	<p>Growth Mindset attitude modelled by all staff. Becomes part of the ethos of the school that it is ok to make mistakes and learn from them</p>	<p>It has been noted by parents, governors and visitors the positive ethos in school due to the growth mindset work we do in school. Children are more willing to try and are happier in school. Results in Y2 and Y6 reflect this.</p> <p>Quiet, reserved children took the lead in school council and made a difference. Some of these children had main speaking and singing parts in the end of year school production, which would never have been predicted a few years ago. The children's confidence developed which allowed them to participate. All parents attended and there wasn't a dry eye in the house!</p>	<p>This will continue into the next academic year and a key focus will be on children in Y4 and Y5 who had a change in teacher each term last academic year</p>	<p>£295 £300 £205.95</p>

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)