



National College for
Teaching & Leadership



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Pupil Premium

2019-2020

Carried out by:

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PP pupil premium strategy statement:

Name of school: Christ the King Catholic Primary School

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1. Summary information				
School	<u>Christ the King Catholic Primary School</u>			
Academic Year	<u>2019/2020</u> <u>2018/2019</u>	Total PP budget	<u>£63,960</u> £66,620	Date of most recent PP Review
Total number of pupils	<u>189</u>	Number of pupils eligible for PP	<u>84</u> 93	Date for next internal review of this strategy
				<u>06.11.18</u>
				<u>07.03.18</u>

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2. Current attainment (2017-2018 2019-2020)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing and maths	<u>40%</u> (4/10) 50% (8/12)	<u>46%</u> 60%
% making expected standard or above in reading	<u>50%</u> (5/10) 67% (6/12)	<u>53%</u> 76%
% making expected standard or above in writing	<u>70%</u> (7/10) 50% (6/12)	<u>80%</u> 81%
% making expected standard or above in maths	<u>40%</u> (4/10) 50% (6/12)	<u>53%</u> 71%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	<u>Teaching and learning at the school is not yet securely good. . Restructure of TAs on September 2019.</u>
B.	<u>Not all pupils receive effective feedback and intervention to ensure they make good progress. New assessment procedure not yet fully embedded.</u>
C.	<u>Leaders are now monitoring pupils' progress and this needs to be developed well. Will continue as new staff joining the school.</u>
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	<u>-Attendance for some pupil premium children pupil is not good enough</u>
E.	<u>Lack of routine and structure. Not only PP children in preparing pupil's for school. Resource Base on site (affects attendance figures).</u>
F.	<u>Home life and difficulties at home causing stress and inconsistencies in pupil's moods when at school</u>

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4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<u>Clear identification of all pupil premium children/pupil for all staff.</u>	<u>All staff, including new staff, will know who the pupil premium children/pupil are and how to best support them academically and emotionally.</u>
B.	<u>Good quality teaching and learning in all lessons, (including homework)</u>	<u>100% of teaching will be judged as good or better Expectations will be raised on pupils with greater challenge opportunities. Teachers will consistently implement the Homework Policy.</u>
C.	<u>Effective marking and feedback and presentation of work</u>	<u>Children/Pupil will receive high quality feedback, verbal and written, that will enable them to understand what they need to do to improve. Children/Pupil's work will show an improvement in presentation over time.</u>
D.	<u>Effective interventions for PP children/pupil</u>	<u>Data will demonstrate that pupil premium children/pupil are making at least expected progress in maths and English. Interventions programmes are targeted at these pupils at greater risk.</u>
E.	<u>Close monitoring of progress and attainment and identification of gaps in learning</u>	<u>Analysis of data will enable teachers to plan for children/pupil's next steps in learning. Accurate DATA gives the teachers opportunities to modify the curriculum providing greater challenge.</u>
-	<u>Continue to provide highly effective pastoral support</u>	<u>Children will receive support from the school's counsellor and Emotional Literacy Support Assistant (ESA) and this will have a positive impact on their overall outcomes.</u>
F.	<u>Improve attendance so that it is above national</u>	<u>Rewards will be given to children/pupil who attend school regularly. This will have a positive impact on children/pupil's attitudes to school. As a result of the Headteacher's liaison with parents, attendance for some pupils will improve over time.</u>
G.	<u>There is a named pupil premium governor and all members of the governing body understand thoroughly how the funding is being used, the rationale for this spending and its intended impact.</u>	<u>The pupil premium funding is being effectively used to raise standards and the governing body has a thorough knowledge and understanding of the approaches being implemented.</u>

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5. Planned expenditure					
Academic year	2018/2019 2019/2020 6/17				
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.					
iii.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?
A. Clear identification of all pupil premium children pupil for all staff including new staff.	All staff to know who the pp pupil are and their barriers to learning.	There is inconsistency across the school at present in the knowledge of the PP children and their academic abilities. Providing this information will ensure all adults have greater knowledge of PP children New PP children and new staff.	All members of staff to be given an updated list of the PP pupil half termly. Pupil Premium profiles to be set up and completed for every child Any new pupils joining the school will call for immediate update New staff will be trained on procedures and expectations.	HT Inclusion Manager Administrator	1 st October 19
B. Good quality teaching and learning in all lessons (including homework)	<ul style="list-style-type: none"> Learning walks to be reintroduced. Pupil Voice. Book Scrutiny. Subject Leaders and SLT to do regular lesson observations and lesson drop ins. SLT model lesson. SLT to team teach 	e.g. Expectations not high enough and more challenge required. Curriculum not fit for purpose.	Teaching and learning leaders monitoring implementation. Inclusion Manager to monitor interventions. CPD identified for all staff. children's	Subject leaders. All teaching staff Inclusion manager	ONGOING Review termly.
				HT Teaching and learning leads	

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<u>C. Effective marking and feedback and presentation of work</u>	<u>Review marking and feedback Autumn 1</u> <u>Review presentation policy Autumn 1</u>	<u>Lack of consistency across all staff</u> <u>Pupil need to show more pride in their work and all staff to have high expectations of them.</u> <u>New staff joining the school.</u>	<u>All staff will adhere to and successfully apply the school's marking and feedback policy. Teachers to ensure feedback is given to all pupils with particular focus on PP pupil so they are fully aware of what they need to do to make progress.</u> <u>All staff to adhere to and successfully apply the schools presentation policy</u>	<u>HT</u> <u>Teaching and learning leads</u>	<u>ONGOING</u> <u>Review termly.</u>
<u>i. Targeted support</u>					
<u>Desired outcome</u>	<u>Chosen action/approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff lead</u>	<u>When will you review implementation?</u>
<u>D. Effective interventions for PP pupil</u>	<u>Leaders are to ensure that interventions are in place. That target learners at risk academically and emotionally.</u>	<u>Making sure that gaps in learning are identified and addressed also pupils are making at least as much progress as non-pupil premium.</u> <u>Restructure of TAs away from general classroom support.</u>	<u>Intervention tracking in place and all the PP pupil and Non- pupil premium pupil will be tracked termly</u> <u>Pupil progress meetings will take place at least termly to ensure no pupils gets left behind and that dips in progress can be explained and catered for.</u> <u>Regular meetings with TAs. Midterms reviews.</u> <u>Implementation of ELSA programme to be monitored.</u>	<u>Inclusion manager</u> <u>Subject Leads</u> <u>Teaching and learning Leads</u> <u>HT</u>	<u>Term 3</u>
<u>E. Close monitoring of progress and attainment and identification of gaps in learning</u>	<u>New assessment programme introduced Sept 19.</u>	<u>Review of current assessment systems. Lack of confidence in current system providing accurate DATA.</u>	<u>If no progression then to assess and see why (illness, attendance, interventions not happening.) Identifying further barriers to learning.</u> <u>Monitoring AFL in pupil's books.</u> <u>Termly tests carried out.</u>	<u>Inclusion Manager.</u> <u>CT</u> <u>HT</u>	<u>Baseline Data</u> <u>Sept 19</u> <u>Progress Data</u> <u>Dec 19</u> <u>Apr 20</u> <u>July 20</u>

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<u>F. Continue to provide highly effective pastoral support</u>	<u>ELSA provision to continue with the possibility of training another adult.</u> <u>Play therapy and counselling to continue but monitored closely for impact.</u>	<u>To ensure the wellbeing of the children and address their social and emotional needs.</u>	<u>Inclusion Manager to establish a system for evaluating the effectiveness and impact of ELSA, play therapy and counselling.</u>	<u>Inclusion Manager.</u>	<u>Ongoing</u> <u>Review Term 4</u>
<u>Total budgeted cost</u>					<u>£66,631.40</u>
<u>G. Improve attendance so that it is above national</u>	<u>HT and Inclusion Manager to create a new plan for addressing persistent absentees, those below 90% (102 pupil currently).</u> <u>Weekly attendance awards for classes.</u>	<u>Attendance for Pupil Premium pupil for the 2018/19 year was 95.06% 96.0% and for non-pupil premium 95.38% 96.1% Whole school attendance 96.34% 97% all of these figures are below national average so an area to develop.</u> <u>Unauthorised absences still too high.</u>	<u>Weekly monitoring of persistent absence. Monitor focus pupil. (below 95%).</u> <u>Mentions in newsletters to parents of expectations.</u>	<u>HT ADMIN</u> <u>Inclusion Manager</u> <u>CT</u>	<u>Termly</u>
<u>Total budgeted cost</u>					<u>£4464.00</u>
<u>H. There is a named pupil premium governor and all members of the governing body understand thoroughly how the funding is being used, the rationale for this spending and its intended impact.</u>	<u>More detailed reports to be passed on to the Governors for scrutiny.</u> <u>Presentations made to the Governors to ensure full understanding.</u> <u>Spending implications to be presented by BM at Resource Committee meetings</u>	<u>Reports have not been made available in the past and so Governors have felt in the dark.</u> <u>Governor's knowledge around PP needs to be increased so that pertinent and analytical questions can be asked in future.</u> <u>Close scrutiny of the budget used for PP has not been carried out in the past. This should now be a regular agenda item.</u>	<u>Specific role dedicated to the Inclusion Manager. Constant updates will be implemented and regular scrutiny of implementation carried out.</u> <u>Resource Committee meetings will have PP as a fixed agenda item for all meetings.</u> <u>BM will prepare costs and spreadsheets to easily share the information on PP spending.</u>	<u>Inclusion Manager</u> <u>Business Manager</u> <u>Head</u> <u>Governors – Resource Committee</u>	<u>Next TNL & Resources Meeting Jan 19</u>

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<p><u>H.T There is a named pupil premium governor and all members of the governing body understand thoroughly how the</u></p>	<p><u>More detailed reports to be passed on to the Governors for scrutiny.</u></p> <p><u>Presentations made to the Governors to ensure full understanding.</u></p> <p><u>Spending implications to be presented by BM at Resource Committee meetings</u></p>	<p><u>Reports have not been made available in the past and so Governors have felt in the dark.</u></p> <p><u>Governor's knowledge around PP needs to be increased so that pertinent and analytical questions can be asked in future.</u></p> <p><u>Close scrutiny of the budget used for PP has not been carried out in the past. This should now be a regular agenda item.</u></p>	<p><u>Specific role dedicated to the Inclusion Manager. Constant updates will be implemented and regular scrutiny of implementation carried out.</u></p> <p><u>Resource Committee meetings will have PP as a fixed agenda item for all meetings.</u></p> <p><u>BM will prepare costs and spreadsheets to easily share the information on PP spending.</u></p>	<p><u>Inclusion Manager</u></p> <p><u>Business Manager</u></p> <p><u>Head</u></p> <p><u>Governor</u></p>	<p><u>£8500</u></p>
<p>i. Total budgeted cost</p>					<p>ii. £8500</p>

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iii. Targeted support					
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?
<u>D. Effective interventions for PP children</u>	<u>as part of their in-depth scrutiny.</u>	<u>‡</u>	<u>Pupil progress meetings will take place at least termly to ensure no pupils gets left behind and that dips in progress can be explained and catered for.</u>		
<u>E. Close monitoring of progress and attainment and identification of gaps in learning</u>	<u>Assessment</u>		<u>Identifying further barriers to learning.</u>		
<u>F. Continue to provide highly effective pastoral support</u>	<u>but monitored closely for impact.</u>		<u>play therapy and counselling.</u>		
<u>G. Improve attendance so that it is above national</u>	<u>Inclusion Manager to create a new plan for addressing persistent absentees, those below 90% (12 children currently).</u>	<u>non-pupil</u> <u>There is no proactive campaign that addresses persistent absenteeism. A particular group needs to be identified and targeted.</u>			
Total budgeted cost					<u>£58,120</u>

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iv. 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?
Total budgeted cost					

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6. Review of expenditure				
Previous Academic Year				
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
i. Targeted support				
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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<u>6. Other approaches</u>				
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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<u>7. Additional detail</u>			
<u>Review of expenditure</u>			
Academic year	2018/2019		
<u>Quality of teaching for all</u>			
Desired outcome	Chosen action/ approach	Estimate impact	IMPACT
<u>A Clear identification of all pupil premium pupil for all staff</u>	<u>All staff to know who the pp pupil are and their barriers to learning.</u>	<u>All members of staff to be given an updated list of the PP pupil half termly. Pupil Premium profiles to be set up and completed for every child Any new pupils joining the school will call for immediate update</u>	<u>All staff have completed a barriers to learning profile for all the Pupil Premium pupils in their class. An updated list of all the Pupil Premium pupil has been given to all members of staff and if this is updated at any time the staff receive the updated version. We are now confident that all members of staff can identify the Pupil Premium Pupils in their class.</u>

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<p><u>B. Good quality teaching and learning in all lessons (including homework)</u></p>	<p><u>Learning walks to be reintroduced.</u> <u>Pupil Voice.</u> <u>Book Scrutiny.</u> <u>Homework programs to be monitored by all class teachers.</u> <u>Subject Leaders and SLT to do regular lesson observations and lesson drop-ins.</u> <u>New homework policy to be written.</u></p>	<p><u>New monitoring system in place and in the pupil's books for the teaching staff to fill in and follow.</u> <u>Quality first teaching targeted for pupil who are working at a low level.</u> <u>Interventions to be monitored.</u> <u>Training for TAs.</u> <u>Subject leaders to do book scrutiny, learning walks and pupil voice then to feedback to the teachers to ensure gaps are addressed.</u> <u>New homework policy to be implemented.</u></p>	<p><u>In January 2019 an audit of TA qualifications and training was collected and assessed by the Inclusion Manager. What did this tell you? This told us that some of the TAs needed training on the new Curriculum and what interventions they are secure in to deliver effectively.</u></p> <p><u>Training in Phonics and White Rose has happened and will be ongoing. As a result of this training..... As a result of this training TAs are now delivering the programmes effectively and the attainment of the pupils is improving.</u></p> <p><u>Regular book scrutinises, learning walks and pupil voice are fed back to SLT and subject leaders. What are the strengths and weaknesses? The main strengths recognised were that the pupils were given next steps and there is evidence of high expectations. The marking policy is being used across all Key Stages.</u> <u>The weaknesses found were that some of the children still need to work on presentation and do more peer marking.</u></p> <p><u>What is the impact? DL READING. How do these outcomes compare to non DL?</u> <u>92% of DL pupils are making expected or better progress.</u></p> <p><u>WRITING</u> <u>88% of DL pupils are making expected or better progress.</u></p> <p><u>WRITING</u> <u>86% are making expected or better progress.</u></p> <p><u>MATHS</u> <u>92% are making better or expected progress.</u></p> <p><u>In comparison with Non Pupil Premium some of the Pupil Premium children are at age related and even though others are not they have made some progress in Reading and Writing</u></p>

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<p><u>C. Effective marking and feedback and presentation of work</u></p>	<p><u>Marking and feedback policy written Nov 18.</u></p> <p><u>Presentation policy</u></p>	<p><u>All staff will adhere to and successfully apply the school's marking and feedback policy.</u></p> <p><u>Teachers to ensure feedback is given to all pupils with particular focus on PP pupil so they are fully aware of what they need to do to make progress.</u></p> <p><u>All staff to adhere to and successfully apply the schools presentation policy</u></p>	<p><u>A new marking policy is in place and all teachers are following this. The new marking policy includes children being able to peer mark their work and their peers which you can see clearly as they are using a purple pen to show this. Is this making a difference to children's learning?</u></p> <p><u>Presentation policy is now being used by all teachers. Is there an improvement in presentation/do children take more? This is shown in their books and the children are now taking pride in their work. In KS2 they can celebrate and share 1 piece each week that they are proud of and gold star that piece of work. pride in their work?</u></p> <p><u>Subject leaders do regular book scrutiny's and observations which include a focus on the Pupil Premium pupil. What does this tell you about the progress of PP children? This shows us the gaps of the Pupil Premium pupil so that we can address them with either precision teaching or interventions.</u></p> <p><u>Teachers have filled in individual profiles for the Pupil premium pupils identifying their barriers to learning. Teachers are then able to plan their lessons around these barriers so that the pupils can access the work. The profiles also remind the teachers that the children may have other barriers such as home life. How does this help them plan for these pupils?</u></p>
<p><u>D. Effective interventions for PP pupil</u></p>	<p><u>Leaders are to ensure that good quality teaching and interventions are in place as part of their in-depth scrutiny.</u></p>	<p><u>Intervention tracking will be in place and all the PP pupil and Non- pupil premium pupil will be tracked termly</u></p> <p><u>Pupil progress meetings will take place at least termly to ensure no pupils gets left behind and that dips in progress can be explained and catered for.</u></p>	<p><u>Intervention tracking is now in place.</u></p> <p><u>Mid-term reviews are help with the TAs/ teachers to monitor progress and effectiveness of the interventions.</u></p> <p><u>These are repeated every short term. Do they show that progress is being made? These show the Inclusion Manager whether the children are making any progress and if they are on the correct interventions.</u></p>

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<p><u>E. Close monitoring of progress and attainment and identification of gaps in learning</u></p>	<p><u>New assessment programme introduced Dec 18:</u> <u>GL Assessment</u></p> <p><u>Classroom Monitor</u></p>	<p><u>Interventions are to be put in place by the CT and the Inclusion Manager will monitor this through drop ins and the TAs timetables:</u></p> <p><u>If no progression then to assess and see why (illness, attendance, interventions not happening.) Identifying further barriers to learning.</u></p>	<p><u>GL assessment tool in place. Any outcomes to report? This is a new assessment tool which will show if the children are making progress. The tool can also tell the teachers and the inclusion manager where the gaps are and what the pupils need help with.</u></p>
<p><u>F. Continue to provide highly effective pastoral support</u></p>	<p><u>Inclusion Manager to establish a system for evaluating the effectiveness and impact of ELSA, play therapy and counselling.</u></p>	<p><u>Inclusion Manager to establish a system for evaluating the effectiveness and impact of ELSA, play therapy and counselling.</u></p>	<p><u>We now have an effective assessment tool in place for pupils who are under the ELSA programme.</u> <u>A play therapist and Counsellor work with pupils.</u></p> <p><u>Can you show that this pastoral support is having a positive impact on pupils? The assessment tool tells you what area the pupils needs pastoral care for and then targets can be set. After a 6 sessions the assessment tool can also tell you whether they need to continue with support or not. (this shows in a bar chart with a given total they have to achieve).</u> <u>?</u></p>
<p><u>H. There is a named pupil premium governor and all members of the governing body understand thoroughly how the funding is being used, the rationale for this spending and its intended impact.</u></p>	<p><u>More detailed reports to be passed on to the Governors for scrutiny.</u></p> <p><u>Presentations made to the Governors to ensure full understanding.</u></p> <p><u>Spending implications to be presented by BM at Resource Committee meetings</u></p>	<p><u>Specific role dedicated to the Inclusion Manager. Constant updates will be implemented and regular scrutiny of implementation carried out.</u></p> <p><u>Resource Committee meetings will have PP as a fixed agenda item for all meetings.</u></p> <p><u>BM will prepare costs and spreadsheets to easily share the information on PP spending.</u></p>	<p><u>New role of Inclusion Manager has been put in place and the Inclusion Manager will monitor interventions to make sure that they have the desired impact. The inclusion Manager will track the Pupil Premium children to ensure they are making progress.</u></p> <p><u>A new Pupil Premium Governor has been.</u> <u>Are governors monitoring the use of the funding and it's impact on pupil progress? The pupil premium governor has now been on training and will monitor how the funds have been spent.</u></p>

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