

TOGETHER, WE NURTURE THE FUTURE

1. Summary information					
School	Greenmount Primary School				
Academic Year	2018-19	Total PP budget	£173,419	Date of most recent PP Review	Autumn 2019
Total number of pupils	415	Number of pupils eligible for PP	115 Boys: 54 Girls:61	Date for next internal review of this strategy	Start of Academic Year 2019/20

2. Current attainment (Summer 2019)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% making progress in reading	-1.77	0.02
% making progress in writing	-2.05	0.05
% making progress in maths	-4.23	0.03

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	The gaps for individual pupils aren't identified early enough in the academic year
B.	Not enough opportunities for children who are PP to work at Greater Depth
C.	Opportunities to complete homework are not available to PP children
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance is particularly low for this group
E.	Pupils in this group do not have the opportunities to experience cultural activities outside of school and need to be given every opportunity to access visits/trips to broaden their cultural experiences.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>A higher proportion of Pupil Premium pupils achieve the expected or higher standard at the end of each key stage.</p> <p>Pupil profiles identifying and monitoring in: progress, enrichment and emotional wellbeing. A sharp focus for all pupils to achieve during progress reviews Staff ratio to allow these children to be well supported in terms of additional provision across a broad and balanced curriculum. To ensure that staff/parents are aware of funding for visits/trips and cultural opportunities.</p>	<p>Personal profiles in all classes for every PP child and vulnerable groups Gaps are identified quickly for all children and groups are then addressed through effective teacher planning Children are identified and planned for during pupil progress meetings using Venn Diagrams to analyse and plan effectively for enrichment opportunities including homework. Positive staff/pupil relationships/mind-set All children to access all trips, visits and residential activities All PP children targeted for additional support specific to their needs, either in class or interventions. Monitor pupils' books identifying key next steps for enrichment. Time allocated for teaching staff to create personal provision plans for each Pupil Premium child and review them at least termly. Weekly profile discussions with teaching teams about vulnerable children – providing opportunities for extra-curricular clubs and trips – links to FLO and outside agencies where needed.</p> <p>Because of the above, PP children make rapid progress in all key areas</p> <p>Cost: None</p>
B.	<p>To ensure that assessment and planning is effective and that gaps are identified early To provide daily opportunities for children to work at GD in English writing reading and maths and across the broad curriculum.</p> <p>To ensure that staff and appropriate resources are available in order to facilitate this.</p>	<p>Teachers and support staff to have a deep and clear understanding of ARE statements and in particular of what is required in order to achieve Greater Depth in reading, writing and maths. Pupils are quickly identified and challenged appropriately and consistently across all discipline areas Teachers and support staff are fully aware of PP children in the classes they work with and across the school This identified group are monitored and assessed as working at GD To raise awareness of the importance of reading with all families and children through information evenings, parent meetings with teachers, newsletter articles, book clubs To ensure that HIAS support is taken on board by all staff across the school for English and maths. Support from HIAS to include GD writing support – task design and learning journeys to support rapid progress and attainment. To ensure English and maths lead work towards a developing whole school overview – to inspire, promote progress and high attainment with particular focus on GD task design opportunities (daily) and that this is monitored through observations and effective planning scrutiny To ensure pupil conferencing is taking place with focused 1:1 support – coaching from HIAS TEAM on pupil conferencing (maths – Feb 2019) For Hias English lead/internal English Leads to work with staff on task design and learning journeys and what this looks like in order to provide rich and rapid progress in reading and writing (and GD) English Lead to coach support staff in recognising what is expected in writing for every year group through writing moderation – Sep-March 2019 ongoing</p>
C.	<p>Continue to review the homework policy in order to make the schools expectations of parents manageable.</p>	<p>Homework policy is reviewed and widely understood by children, staff and parents. This policy is supported by the parents of all children.</p>

	<p>To provide opportunities for children to complete tasks within the school day (SODA & appropriate intervention groups for challenge, catch up and homework club for KS 2)</p> <p>To ensure that pupil premium children who are not heard read at home, are identified and listened to during the school day</p>	<p>Provision is made for targeted children to complete homework within the school day and supported by staff. Children who are not reading at home are identified quickly and supported at school End of year outcomes show accelerated progress for this group of children</p>
D.	<p>To have a sharper focus on tracking attendance</p> <p>To work closely with EWS to ensure that attendance is consistently monitored and discussed with staff.</p> <p>To make sure that open communications takes place between parents and teachers on a regular basis.</p> <p>To make the school a happy environment with sound relationships to support children in their learning and growing.</p>	<p>Attendance is regularly and widely discussed with teaching teams and through SLT; all concerns are passed on to the attendance manager on a daily basis if required. The FLO attends KS meetings each term and is able to advise staff and liaise with families where attendance is an issue. The FLO is visible (on occasions) on the school grounds in the mornings and end of day. Positive staff/pupil relationships are in place and the ELSA team are focused on improving emotional well-being of targeted and vulnerable children. A sound system in place for securing ELSA support and overseen by SENCo. Supervision in place for members of staff involved in sensitive interventions/family circumstances. The school is warm and welcoming, supporting learning in all areas. The SAO makes phone calls to families on the first day of absence and conducts any follow-up calls, keeping SLT and relevant staff informed. Attendance improves for this group leading to accelerated progress</p>
E.	<p>To ensure funding is in place to support attendance on trips, visits and residential and that parents know and are aware of this in good time To ensure that parents of children in vulnerable groups are aware of clubs taking place after school and that their children can access these clubs with minimum cost. Using depth and prior knowledge about the children, staff plan effectively, a culturally rich curriculum ensuring that all children have what they need to enable access and make rapid progress. Through their initial assessments at the beginning of domains and topics, all staff must be clear and aware of prior knowledge for all children and ensure that this knowledge is delivered and shared effectively.</p>	<p>All children attend all trips and PP children are well prepared and de-briefed; social stories provided by SENCo and ELSA support if /when required. All children and parents are fully aware of the after-school club timetable and that this is reviewed termly to see how many PP children are accessing the clubs/or not. (Governors to be involved in analysing and monitoring) The curriculum offered to all children is culturally rich and supports pupils from all starting points to gain the knowledge required to fully access and achieve.</p>

Use of the grant 2018/19 – In Summary

- This year our aim was to further increase the percentage of good to outstanding teaching across the school whilst continuing to develop highly skilled leadership at all levels.
- The initiatives implemented within the last academic year to address quality of teaching have shown impact and will continue to be developed to ensure consistency and improve outcomes further across the school.
- The reviewed roles and responsibilities of the leadership team will continue to focus on embedding high quality teaching across key stages using the flexible pedagogy and positive mind-set to enhance and drive the creative curriculum forward in terms of progression.
- We want to continue to raise standards of Reading, Writing and Mathematics across school. We aim to cater for the whole child whilst continuing to increase our attainment and progress measures.
- We are determined to ensure that the percentage of children working at and above age-related expectations continues to rapidly increase. We focussed on developing our Assessment for Learning practices so we could better intervene and support at the point of learning.
- We enhanced our engagement with parents by providing information evenings for EYFS, KS1 & KS2. These informed parents about:
 1. What the learning journey of a child looks like in every year group.
 2. What the expectations and AREs are in every year group
 3. Discussions about how to best support children at home with reading, times tables and homework
 4. What a piece of ARE and Greater Depth writing looks like at the end of every year.
 5. How to support children using formal methods in maths

Challenges vulnerable pupils may face:

- Significant gaps in learning due to the legacy of underachievement.
- Speech and Language development and delay on entry
- Weak language and communication skills

- Lack of confidence
- More frequent behaviour difficulties
- Physical/ Emotional wellbeing
- Attendance/punctuality
- Low aspirations
- Poverty
- Limited opportunities to access life enriching experiences
- Additional support for EAL children with staff attending courses to increase and develop knowledge.

At Greenmount, we have remained determined to create a positive culture in which everyone can reach their full potential. This has been achieved through:

- Leadership intervention from SLT, designated Key Stage Leads and Subject Leads to improve the quality of teaching, ensure greater consistency in practice and increase the percentage of good to outstanding teaching across the school.
- Earlier intervention in place in years EYFS, YR 1 & YR 2.
- Family Liaison Officer in regular communication with SLT, SENCo and teaching staff (attends Key Stage, ELSA and transition meetings across the school).
- ELSA support provided across the school with referrals made by teaching staff.
- Impact measured by the ELSA team and monitored by the SENCo.
 - Developing the use of targeted activity sessions at break and lunch times in which children can access a quiet and calm environment (to develop social skills whilst eating).
 - Higher needs provision continued to close the gap, including additional support in the current Y6 cohort for two days (HLTA – 1:1 & small group support)
- Deputy Head supporting Year 6 classes: small group work with specific focus on reading comprehension and maths problem solving and arithmetic.

- Writing focus: extended writing through the use of rich texts and rich experiences (theatre trips) and providing opportunities to engage children whilst at the same time successfully writing for pleasure.
- Embedding the teaching of spelling through daily targeted teaching and use of 'No Nonsense Spelling' resources to increase writing outcomes.
- Embedding of philosophy for children to develop skills as independent thinkers and learners (Big Think and embedded in lessons).
- Development of pupil conferencing to identify barriers to learning for individual pupils.
- Development of next step marking/live marking in order to be personalised and have immediate impact
 - Focus on the teaching of reading across the school and developing a culture of reading fluently for pleasure (Book clubs for both Key Stages)
 - Daily vocabulary teaching to extend children's communication and language skills (modelled by all adults) to enable children to become effective communicators who engage with and ask questions of society and the wider world
 - Focus on making a difference in Year 3 in terms of supporting with additional adults - looking carefully at the cohort and identifying specific individual needs of children with support from the SENCo
- Funding educational trips such as Chichester Festival Theatre (Beauty and the Beast 2017, The Midnight Gang 2018) and trips to support and enhance learning within our creative and broad curriculum (residential trips included).

End of Year 2018-19 Review of Impact			
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)
Pupil profiles used robustly in most areas; they identify and are successful in monitoring progress, enrichment and	Teaching teams used Pupil Profiles to track progress, enrichment and emotional wellbeing. Effective deployment of staff Raising awareness of funding for visits/trips and cultural opportunities	By the end of the last academic year, all staff had taken part in further training to fully engage in pupil profiling for the most vulnerable. This led to an improved understanding of prior knowledge and contact of all children/families particularly with enrichment in mind both inside and outside school. The outcome of training has improved staff knowledge and communication between key staff, class teachers, parents and families (FLO, ELSA, SENCo and outside agencies).	<ul style="list-style-type: none"> • By monitoring the profiles after phases, it became evident that enrichment was a key thread in which staff didn't appear to be making links with learning or were fully aware of what this looks like for our children. Training was given to all staff with shared examples of what enrichment is; what it looks like and what we can do about it in order to make a difference with progress in class. • By raising the profile of enrichment, teaching teams refocused

<p>emotional wellbeing.</p> <p>Early identification of gaps to inform planning and ensure rapid progress in all key areas.</p> <p>A sharp focus for all pupils to achieve is evident during progress reviews with staff sharing key information & data.</p> <p>Staff ratio designed to allow children to be well supported in lessons. Additional provision in place when required in order to teach a broad and balanced curriculum.</p> <p>Staff & parents</p>	<p>Attendance tracked and reported on regularly</p> <p>Building relationships across teaching teams by strategic co-ordination of, FLO, SLT, SENCo, ELSA & Attendance Manager for children and staff.</p> <p>Communication to improve between staff/school, parents and school community. A home/ school Communication App was invested in and the school website was given a new, more accessible update.</p>	<p>By the end of the year, staff were monitoring and recording on a weekly basis to confirm enrichment, progress and emotional well-being; this enabled all staff to gain a deeper understanding of the child/family and background. Training was well received and staff were proactive in completing profiles/identifying gaps and making changes to suit needs. The outcome has greatly improved monitoring and widening enrichment opportunities for all children. SLT monitor this process with more robust systems of communication and support from key staff or outside agencies where necessary are in place and have had positive impact on children/staff/family relationships.</p> <p>Children were identified quickly and supported with key staff members. Progress, social and emotional wellbeing, resulted in some excellent sporting, drama and art opportunities as well as ideas for clubs and communication with parents.</p> <p>With the introduction of the weekly team meetings and monitoring procedures, progress accelerated in classes where a wider knowledge of wellbeing, enrichment and progress was 'live' and discussed regularly.</p> <p>Parents commented positively at the end of year (questionnaire) about trips and communication. The impact on learning due to the extra curriculum enhanced learning, deepened knowledge and questioning skills across key stages. Staff planned cultural trips to link with the broad curriculum and task designs were challenging and supported writing and reading at length, building stamina. This will be a standard agenda item this year.</p>	<p>on certain children and during pupil conferencing, ensured their questioning had a clear agenda and outcome. The impact of this more robust system outlined key needs for enrichment for individual and groups of children. This will continue and remain a focus for the next academic year. Teachers and teams will be held accountable for knowing the background of all children and their families. Teachers will be expected to communicate with the FLO, SENCo and key staff in order to make a difference in their learning capacity. Additional training enabled staff to identify gaps in their knowledge of children; monitoring of enrichment both inside and outside of school made a difference when supporting children and building relationships.</p> <ul style="list-style-type: none"> • Transition was adapted this year in order for staff to know the children well before the summer break: weekly monitoring and information sharing supported the transition process across key stages. Staff were assigned so that children spent time over 4 weeks with their new teachers during designated afternoons. Teachers designed tasks in order to get to know the children, setting targets ready for September to commence with pace and challenge. • By giving staff time during Friday assemblies expectations that staff met in their teaching teams to share data with SLT, FLO and SENCo enabled good practice to be shared and will continue this year. Support staff still need to be involved in completion of profiles and weekly (Friday) meetings will continue. • The HT, DHT, FLO and SENCO will monitor profiles and guide staff with the completion and analysis. These will continue to be used during transition meetings. • The Attendance Manager will spend time at weekly meetings with key stages to raise the profile of attendance and to understand the work completed by the EWO (& AM). • Communication between: HT, DHT, FLO, SENCo, AM and staff is key and will feature in the weekly SLT meeting – with a raised profile on Attendance.
<p>More opportunities for children to work at GD in writing, reading and maths</p>	<p>A coaching system led by the DHT (who is a HAM moderator), so teachers and support staff have a deeper understanding of the individual English statements. In particular, what is required to achieve</p>	<p>Weekly timetables from staff: handed in weekly and monitored by HT & DHT. Non-negotiables were revised by SLT and used during observations with staff awareness of expectations.</p> <p>Individual guidance and bespoke coaching for staff given when required with attention to providing a balanced and flexible</p>	<p>Setting GD task designs for reading, writing and maths needs to be a whole-school focus with robust monitoring of GD task design and effective planning in place for maths, English reading & writing.</p> <p>Moderation to continue half-termly and shared with support staff with bespoke coaching sessions for support staff in their teaching</p>

<p>To ensure that assessment and planning is effective and that gaps are identified early</p> <p>To provide daily opportunities for children to work at GD in English writing, reading and maths across the broad curriculum.</p> <p>To ensure that staff and appropriate resources are available in order to facilitate this.</p>	<p>Greater Depth in reading and writing. The impact of this training to more to robust systems during lessons and feedback marking/pupil conferencing. Pupils and gaps are identified and challenged appropriately and consistently across all areas using appropriate resources available to them.</p> <p>All staff are aware of vulnerable groups in classes and across the school.</p> <p>Teachers are able to distinguish between GD and EXS task design and share this knowledge. The importance of reading was shared and received well during information evenings, parent meetings with teachers, newsletter articles, book clubs.</p> <p>HIAS supported subject leads and this continues to develop CPD across the school.</p> <p>English and maths whole-school overviews are complete. They promote progress and high attainment with particular focus on GD task design opportunities.</p> <p>Pupil conferencing happens in every class and training continues with this in maths during Autumn 2019.</p>	<p>curriculum.</p> <p>Observations throughout the year focused on GD, task design, pace, challenge, questioning and flexible pedagogy for all teaching teams within the learning environment. Feedback given by HT and DHT was fully supportive and acted upon productively by most staff. Most lessons were either good to outstanding but mostly good with some outstanding features. Where lessons were outstanding, coaching was given by the teachers to staff across key stages and good practice shared. This impacted on learning environments, classroom teaching and organisation, pace and delivery.</p> <p>Task design for Year 6 writing was supported by the HIAS team and a successful Year 6 moderation was conducted with moderators agreeing on standards, awarding more children GD this year in writing at the end of KS2. Praise was given by external moderators for the range of writing across the curriculum and opportunities provided by Year 6 staff.</p> <p>Marking was identified as an area to continue to improve across year groups with good practice shared during meetings and ongoing moderation. Where marking was up to date and pupil conferencing consistent, children made good progress. Observations also focused on opportunities for GD for all children and highlighted that support staff need to be more familiar with end of year expectations and daily lesson outcomes/personalised learning journeys and pupil profiles – knowing the whole child and getting to know them during transition – prior knowledge, family backgrounds and enrichment. Classes in which communication amongst staff and profiling was up to date, links with the FLO and SENCo were strong, progress was made and supported both children and parents in the learning journey socially, mentally and academically.</p>	<p>teams using books from their classes.</p> <p>Although whole-staff moderation has worked well (and we will continue to lead these sessions) the English Lead (DHT/HIAS Lead Moderator) spent time with every class teacher, moderating work following the formal process of a Year 2/6 moderation. Teachers and the DHT took part in a professional dialogue about each of the statements for English writing and although guided by the DHT (acting as moderator) it was an expectation that the teacher led the discussion, sharing their knowledge about the statements and finding evidence in children's work from across the curriculum.</p> <p>The impact of this during the last term led to a more robust setting of tasks and raised the profile of year group moderation across key stages and teaching teams – the link across the school in Year 1,3,4,5 was spelling. It was found that whilst moderating writing, spelling words from year group lists along with homophones/prefixes etc. was not yet strong enough and evidence needed to be sought. Examples and good practice from Year 2 and 6 were shared and we will moderate in this way in 2019-2020. Coaching for support staff will continue with bespoke sessions for individual year groups.</p> <p>Having support staff available for additional coaching on writing moderation is beneficial as long as this is then used during lessons and staff are confident in using what they already know. Additionally, not all staff shared observation feedback with support teams. We have asked all teaching staff to share feedback with their teaching teams moving forward.</p> <p>Support staff need to know who the pupil premium & vulnerable children (families) are and what it is they are lacking - enrichment, emotional & social wellbeing. Pupil progress forms to be completed weekly by teaching teams and handed to SLT for further analysis and support.</p> <p>Planning of GD task activities will need continued developing and monitoring in writing, reading and maths with challenge and high expectations for all across the curriculum.</p>
<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>Opportunities to complete homework are maximised to ensure no disadvantage to</p>	<p>To provide opportunities for children to complete tasks within the school day (SODA & appropriate intervention groups for challenge, catch-up and homework club for KS2)</p>	<p>Two named teachers led a weekly homework club for KS2 children. Parents were given information regarding the homework club through newsletter notifications.</p> <p>HT, DHT, SENCo, FLO and CT communicated with parents and children concerned about homework. The ELSA team were</p>	<p>We will continue to offer homework club to KS2 children. Upper KS2 staff have requested the club to be held on a Tuesday in order for more time to gather sufficient evidence of homework not completed and notification of which children require further support.</p>

<p>PP children</p>	<p>Teaching teams to engage in weekly pupil profiling during increased protected time; enhanced prior knowledge of children and families to inform future planning.</p> <p>Strengthening relationships across teaching teams, establishing additional scheduled sharing of information between FLO, SLT, SENCo, ELSA & Attendance Manager for children and staff.</p>	<p>informed and supported named children.</p> <p>Children attended homework club and felt supported – many visiting weekly. Parents supported homework club and requested for their children to attend in order to be supported. Homework outcomes for the majority of targeted children improved.</p> <p>The Family Liaison Officer was made aware of children who regularly attend homework club and supported parents in understanding the importance of this club. Communication surrounding homework club was key for certain families and had a positive impact on home life for key children and families.</p> <p>Children felt supported and confident with the knowledge that there would be time allocated for homework and they would have support.</p>	<p>All teachers need to share names of children who do not complete weekly homework. Prior knowledge is key – we will continue to schedule transition meetings, so teachers are made aware of which children/families require homework club support.</p> <p>Parents need to be reminded and informed if children are repeatedly not completing reading homework. Continue to raise awareness of the importance of reading across the school.</p> <p>Teachers need to ensure that homework is personalised and adapted to suit the needs of all children and that children feel they are achieving and making progress</p> <p>We will continue to further develop the provision and reach of the FLO and ELSA programmes.</p>
<p>Attendance to improve, as it is lower for this group of pupils</p>	<p>All staff to have a sharper focus on tracking attendance with support from the Attendance Manager (AM)</p> <p>To work closely with the AM to ensure that attendance is consistently monitored and discussed with staff.</p> <p>Ensure that: communication takes place between parents and teachers on a regular basis.</p> <p>To make the school a happy environment with sound relationships to support children in their learning and growing.</p>	<p>Teachers looked at patterns arising with absence and communicated with the AM. The AM notified HT and class teacher with information provided about absence. This information was shared during Key Stage meetings Attendance is regularly and widely discussed with teaching teams and SLT; all concerns are shared with the attendance manager on a daily basis if required.</p> <p>We designed our staffing schedule, so our FLO attended KS meetings regularly and was able to advise and liaise with teachers, SENCo/ELSA team and families where attendance was an issue. FLO is visible (where possible) around the school grounds in the mornings and end of day. Positive staff/pupil relationships are in place; the ELSA team are focused on improving emotional well-being of targeted and vulnerable children. A sound system in place for securing ELSA support, which is overseen by SENCo – teachers are familiar with the system and clear about expectations. Supervision in place for members of staff involved in sensitive interventions/family circumstances. The school is warm and welcoming, supporting learning in all areas. The AM makes phone calls to families on the first day of absence and conducts any follow-up calls, keeping SLT and relevant staff informed.</p>	<p>The AM will to be made aware of vulnerable families; this system is now more robust and must continue.</p> <p>The AM will attend key stage meetings weekly (alternating) and will update SLT of any persistent absence. The AM will inform the HT, DHT, SENCO and FLO and will follow this up with records of persistent absence handed to SLT when necessary.</p> <p>Staff will communicate with the AM directly if concerned about attendance and patterns arising. This will be supported by EWO meetings where support can be given by ELSA, FLO and Key professionals.</p> <p>Further awareness of the role of our AM will be shared during INSET in September 2019 with guidance given to staff regarding persistent absences and what/how we can support families and children in school.</p> <p>Communication is key for all staff; teachers need to always be proactive if children are absent and ensure patterns or uncertainties are followed up and communicated to relevant key professionals.</p> <p>FLO and ELSA support is crucial; supervision is required to continue in order for this role to be supportive for all.</p>
<p>Pupils in this group to have opportunities to experience cultural activities outside of</p>	<p>Ensure funding is in place to support attendance on trips, visits and residential.</p> <p>Ensure parents are aware of trips in good time</p>	<p>As a school, we are proud that we have offered a range of extra-curricular clubs. Clubs are led by teaching and support staff as well as specialist sporting coaches across the key stages.</p> <p>Clubs range from: art, music (ukulele and drumming), Glee choir, dance, sports (a range of), Isle Dance, drama, Lego,</p>	<p>We will continue to monitor who attends clubs to ensure this is shared with class teachers and FLO when supporting our more vulnerable children and families.</p> <p>This will work alongside communication with the Attendance Manager, HT and DHT.</p>

<p>school and need to be given every opportunity to access visits/trips to broaden their cultural experiences.</p>	<p>Ensure that parents of children in vulnerable groups are aware of clubs taking place after school and that their children can access these clubs with minimum cost.</p> <p>Using depth and prior knowledge about the children and families, staff will plan and provide a culturally rich curriculum ensuring that all children have what they need to enable access and make rapid progress.</p> <p>FLO, SENCo, DHT & HT communicate with class teachers sharing relevant information about children and families that have an impact on learning behaviours, enrichment and social/emotional wellbeing</p>	<p>homework, yoga, book club and are offered to all children in KS 2 and some clubs for KS1. Children are identified for Gifted and Talented sporting opportunities through some of our clubs. This has enabled some of our vulnerable children to attend sessions and have opportunities to represent the school and the Isle of Wight for specific sporting activities. This year, the FLO and safeguarding governor took an interest in clubs for our most vulnerable and supported staff and parents in making enrichment opportunities 'live' for our children. The positive impact on their social & emotional wellbeing was celebrated throughout the school and new doors were opened for many of our vulnerable children through clubs and identification of needs.</p> <p>Clubs are funded with parents paying £1 per weekly club and are fully inclusive.</p> <p>A link governor (safeguarding lead governor) monitors who attends the clubs and identifies children who do not access and who are PP children. This information is shared with SLT and FLO.</p> <p>Pupil profiles support the collation of information about clubs attended by our vulnerable children. This is recorded in 'enrichment' for our children and supports us when planning an effective and personalised curriculum. The FLO and SENCo are made aware of pupil profiles and invited to meetings.</p> <p>Parents are given information in advance of all trips through newsletters, emails, text messages and more recently, the newly purchased school app. Vulnerable families are spoken to by either class teachers, SLT, school office members, AM, FLO and SENCo –whoever might be the key person for a specific family. Support is in place to enable all children to access trips.</p> <p>The Admin team fully support staff when arranging trips.</p> <p>KS2 children experienced the live performance of 'The Midnight Gang' at Chichester Festival Theatre in October. The trip was used to engage children with their extended writing and learning across KS2.</p>	<p>Additional meetings will further share knowledge of up and coming trips with our vulnerable families and will remain a focus for next year.</p> <p>We need to continue to ensure all parents/carers are familiar with clubs on offer and how to access. Support from the admin team is always present and we need to raise the awareness to parents. SLT and class teachers need to communicate with the FLO and admin team directly regarding trips so that children do not miss out on enrichment opportunities.</p> <p>We continue to develop our course of communication with families –this will be through the website and parent app (Autumn 2019).</p> <p>All teachers to offer clubs to children with an awareness of who our vulnerable children and families are. Teachers will use the pupil profiles (weekly) to establish which children require enrichment in their young, learning and growing lives.</p> <p>Link governor to be familiar with clubs and who attends/who delivers- this needs to be supported by HT/DHT and FLO when required.</p> <p>Staff training will ensure the continued use of pupil profiles and in particular, the 'enrichment' domain. Good practice will be shared and will be re-visited in the autumn term with new staff joining.</p> <p>To provide on-going opportunities for the FLO to attend key stage meetings and with ELSA and our new SENCo. Attendance Manager to be part of the key stage meetings and to support with enrichment if absence is a concern – communication with Admin team if necessary.</p> <p>Office and Admin team to be fully aware of all trips in advance so they can support staff with the organisation of trips/forms and EV3 forms and collection of money</p> <p>We need to continue this approach across the school.</p>
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