



Pupil Premium Strategy

1. Summary information					
School	Ox Close Primary School				
Academic Year	2017-2018	Total PP budget	£98860	Date of most recent PP Review	September 2017
Total number of pupils	278	Number of pupils eligible for PP	70 (25.2%)	Date for next internal review of this strategy	January 2018

2. Current attainment		
End of Key Stage Two Results		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (2016 National Average)</i>
% meeting standard or above in reading, writing and maths	64%	59%
% meeting standard or above in reading	91%	71%
% meeting standard or above in writing	63%	78%
% meeting standard or above in maths	91%	75%
End of Key Stage One Results		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (2016 National Average)</i>
% meeting standard or above in reading	57%	78%
% meeting standard or above in writing	43%	70%
% meeting standard or above in maths	64%	77%

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.	High levels of speech and language difficulties on entry.	
B.	Limited level of parental engagement.	
C.	Readiness for learning – children are lacking confidence, resilience, vocabulary and the basic skills needed for learning.	
D.	Children have a negative attitude towards reading which in turn has an undesirable effect on reading outcomes.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E.	Persistent absenteeism of Pupil Premium children – aim is to narrow gap between Pupil Premium and non-Pupil Premium.	
F.	Limited access to wider enrichment / language activities.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A.	To improve oral language skills beginning in EYFS and progressing throughout the school.	EYFS – Increase in the percentage of pupils achieving the Communication and Language Early Learning Goal. KS1 and KS2 – Increase in the percentage of children reaching the age related expectation in Reading and Writing.
B.	To improve levels of parental engagement.	Increase in the attendance of Pupil Premium parents at workshops, consultations and events in school that support parents with their children’s learning. Parental surveys to be used pre and post events to demonstrate the increased knowledge of the parents on how to support their children to learn.
C.	To develop the children’s readiness to learn.	Increased confidence in lesson observations evident. Children becoming increasingly independent of their own learning. Increase in the percentage of children reaching the age related expectation in all subjects.
D.	To promote a love of reading at Ox Close which results in improved outcomes.	A positive culture towards reading throughout school evidence through the outcomes from pupil surveys. Increase in the percentage of children reaching the age related expectation in reading.

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?
<p>To focus upon the provision and progress of all Pupil Premium children, including the challenge available for more able Pupil Premium children.</p> <p><i>Linked to desirable outcomes C and D.</i></p>	<p>Two extra teachers to facilitate smaller class sizes across the school throughout the academic year.</p>	<p>This provision has been extremely successful in previous years and this success therefore justifies the large proportion of the pupil premium allocation that has been directed towards this action.</p> <p>Additional teachers allow children to be taught in smaller classes and in learning sets where children are taught to their stage of learning. This allows challenge for more able pupil premium children.</p> <p>Favourable adult to pupil ratios accelerate the learning of those children that are making slower progress than others are.</p>	<p>Staff in place. SLT to continue to monitor the quality of teaching and learning and effectiveness of provision for Pupil Premium children.</p>	DH (HT)	Termly
<p>To improve the outcomes of writing across the school.</p> <p><i>Linked to desirable outcomes A and C.</i></p>	<p>Stronger focus on development and consolidation of writing skills in English lessons.</p> <p>More opportunities for cross-curricular writing to be built into science and topic lessons.</p>	<p>Research shows that overall writing outcomes improve with the frequency of opportunity that children have to apply their skills. Context of topic also assists the children and provides them with an appropriate stimulus for writing.</p> <p>The context of EYFS child-led topics will be utilised to develop early language skills and narrow the gap in communication and language, which is the foundation for successful writing.</p>	<p>Monitoring of English books.</p> <p>SLT to continue to monitor the quality of teaching and learning with a particular on writing in the Autumn Term 2017.</p>	<p>SH and MB alongside SLT</p> <p>DH, AB and SLT</p>	<p>Termly by SH and MB</p> <p>DH and AB to do regular scrutinies</p> <p>Termly</p>
Total budgeted cost					£50000 (Towards the cost)

ii. 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
<p>To provide additional TA support and personalised intervention for Pupil Premium children in order to accelerate progress.</p> <p><i>Linked to desirable outcomes A, C and D.</i></p>	<p>Additional Teaching Assistants employed across the school, 3 of whom are qualified teachers.</p>	<p>The provision was effective in supporting all children but in particular providing additional support for Pupil Premium children. Highly favourable adult to pupil ratio had a positive impact on learning within the class.</p>	<p>Timetabling will ensure that Teaching Assistant time is effective in order to maximise learning time for children.</p>	<p>AB</p>	<p>Termly</p>
	<p>Whole School – variety of interventions running which change in accord to the learning needs of the children. Priority for small group intervention throughout the school is writing.</p>	<p>Small group and intensive interventions are proven to accelerate progress.</p>	<p>Monitoring of interventions will be organised and carried out by SH on a regular basis. Snapshot updates to be provided to the SLT.</p>	<p>SH</p>	<p>Ongoing throughout academic year</p>
	<p>EYFS – Small groups for speech and language and intervention to narrow the gap and improve the low on entry skills.</p>	<p>Children enter school with low levels of language and communication, which is a barrier to their learning.</p>	<p>EYFS lead to arrange groups for intervention. These will be changed frequently in line with the differing needs of the children.</p>	<p>MB</p>	<p>Ongoing through academic year</p>
	<p>KS1 – Small groups for RWI and spelling. Pupil Premium children are targeted to accelerate progress towards Y1 Phonics test. Additional 1:1 intensive reading intervention</p>	<p>Successful strategy from previous years. Phonics results continue to improve year on year.</p>	<p>RWI lead to arrange groups and carry out learning walks on a termly basis to ensure consistency across provision.</p>	<p>LW</p>	<p>RWI assessments carried out on a 6 weekly basis</p>
	<p>KS2 – Fresh Start Phonics to run in KS2. Accelerated Reader to be rolled out across KS2.</p>	<p>Evidence shows that Accelerated Reader provision was successful. Children to be tracked by Accelerated Leader in school.</p> <p>It is anticipated that with the whole school drive detailed above towards reading, the children's attitude to reading will become more positive as they achieve greater success.</p>	<p>Rolling out across KS2 in Autumn term starting with Y6 and cascading down to Y3. DHT will monitor how the intervention is running and make adjustments accordingly.</p>	<p>AB, KS2 Staff and GR</p>	<p>Rolled out in Autumn Term 2017 and monitored on a half-termly basis</p>

<p>To accelerate the progress of all children in the run up to the Key Stage One and Two SATs.</p> <p><i>Linked to desirable outcomes C and D.</i></p>	<p>Key Stage One:</p> <p>After School Booster Spring Term 2018</p> <p>Children to be taught in sets for English and Maths.</p>	<p>All of the actions outlined, have been used previously at Ox Close and have proved to be extremely successful. The results for the academic year 2016 – 2017 were extremely positive.</p> <p>The learning sets in KS1 allow children to be taught to their stage of learning. This allows challenge for more able pupil premium children. In addition, due to high levels of Teaching Assistants, the adult to child ratio is favourable.</p>	<p>Staff and groupings will be in place from September 2017.</p>	AB	September 2017
	<p>Key Stage Two:</p> <p>DHT to be additional adult in Y5/6 during the Spring Term 2018 so that Year 6 children can be taught in smaller and more focussed groups.</p>		<p>SLT to continue to monitor the quality of teaching and learning and effectiveness of provision for Pupil Premium children.</p>	DH, AB and SLT	Ongoing throughout academic year
	<p>After School Booster – KS2- Spring Term 2018</p>		<p>New target setting system to be implemented throughout September 2017. Data will be tracked by DHT on a half-termly basis and meetings will be held with phase teams.</p>	AB	September 2017 Data meetings to be half-termly. Full data to be gathered termly
			<p>Monitoring of interventions will be organised and carried out by SH on a regular basis. Snapshot updates to be provided to the SLT.</p>	SH	Ongoing
Total budgeted cost					£42092 (Towards the cost)

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?
<p>To improve levels of parental engagement.</p> <p><i>Linked to desirable outcome B.</i></p>	<p>Appointment of a Parent Support Advisor/Attendance Manager (0.5) who will work in partnership with families, parents, carers, pupils and other agencies to enable all pupils to have full access to educational opportunities and overcome barriers to their learning and participation.</p> <p>They will also work in partnership with families, parents, carers, pupils and other agencies to assist the SLT in the strategic leadership of school's drive to improve pupil attendance and punctuality.</p>	<p>During 2016 – 2017, school bought into the services of a PSA through the local secondary school. This service has now ceased however, we feel that it had a positive impact on parental engagement so want to continue in 2017 – 2018.</p> <p>In addition, attendance improved during the summer term after meetings were held between the HT, PSA and parents of persistent absentees. We would like to continue with this approach this academic year.</p>	<p>HR policies to be followed for appointment.</p> <p>Appropriate induction and training to be given to new PSA/Attendance Manager.</p> <p>PSA/Attendance Manager to be line managed by HT and DHT.</p>	DH and AB	Appointment to be made in Autumn Term 2017 so that the position is taken up from January 2018
<p>To promote a love of reading at Ox Close which results in improved outcomes.</p> <p>To improve levels of parental engagement.</p> <p><i>Linked to desirable outcomes A, B and D</i></p>	<p>Jane Kennedy, Durham EDA for English, to work with parents on Tuesday 28th November.</p> <p>Jane Kennedy, Durham EDA for English, to work with staff to ensure that they are promoting a love of reading in their lessons and auditing resources in school.</p> <p>Workshops to be organised so that parent can come into school and observe the different strategies teachers use to assist children with their learning. We aim to try and increase the attendance of Pupil Premium parents at workshops, consultations and events in school that support parents with their children's learning.</p>	<p>Recent parent surveys showed that parents liked attending workshops in school and requested that a workshop be held to explain different reading strategies and how to encourage reading at home. School staff will then reinforce this throughout the year.</p> <p>Evidence shows that parents like to be engaged in children's learning and enjoy spending time with their child in the classroom. This was carried out once during the academic year 2016 – 2017 and parents expressed in parent surveys that they found it useful and beneficial. This is therefore why we have decided to continue</p>	<p>Date has already been arranged for Tuesday 28th November. We will communicate the date with parents in September 2017 and promote/advertise the event regularly. Childcare will also be offered for those parents that wish to attend.</p> <p>Events to be scheduled on a termly basis with different focuses:</p> <p>Autumn – Reading Spring – Writing Summer – Maths</p> <p>SLT to monitor the provision at the workshops.</p>	DH and AB DH and AB	Autumn Term 2017 Ongoing. Events to be held on a termly basis.

		it and hold more workshops throughout the academic year.			
<p>To encourage positive behaviour during all parts of the school day with a particular focus on lunchtime provision.</p> <p><i>Linked to desirable outcome A and C.</i></p>	<p>'Top Table' to be created in dining hall to promote good behaviour in dining hall.</p> <p>Lunchtime Supervisors to continue with restorative questioning approach.</p> <p>Sports Apprentice to organise effective provision of games and to lead the LEAP leaders. PE Co-ordinator to oversee this.</p> <p>Play Council to continue to provide outdoor play opportunities on a rota basis.</p>	<p>Parent and pupil surveys in 2016 – 2017 showed that lunchtime provision was an area, which needed to be improved. We began this in the Summer term of 2017 but need to continue to address it this academic year.</p> <p>Evidence shows that if children have issues at lunchtime then these are then brought back into the classroom and learning is hindered. Ensuring that these actions and approaches are implemented will reduce this happening.</p>	<p>DHT to discuss with Lunch Staff and implement in September 2017. Launch assembly to be held.</p> <p>Observations of lunchtime procedures as part of monitoring procedures. Feedback to be given to lunchtime supervisors.</p> <p>PE Co-ordinator to work alongside Sports Apprentice to ensure that a range of activities is provided. Provision to be monitored and reviewed on a regular basis.</p> <p>Training to be updated in September 2017. Provision to be monitored and reviewed on a regular basis.</p>	<p>AB and Lunch Staff</p> <p>Lunch Staff</p>	<p>September 2017</p> <p>Ongoing throughout academic year</p>
Total budgeted cost					£6768

6. Review of expenditure																
Previous Academic Year		2016 – 2017 £94000														
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												
To focus upon the provision and progress of all Pupil Premium children, including the challenge available for more able Pupil Premium children.	Two extra teachers to facilitate sets in Year 3, 4, 5 and 6 and smaller class sizes across the school throughout the academic year	<p>Pupil premium children across Key Stage Two accessed smaller class sizes due to this provision.</p> <p>Year 6 Pupil Premium children were above the 2016 national averages of non-pupil premium in reading and maths.</p> <p>Year 6 Results:</p> <table border="1"> <thead> <tr> <th></th> <th>School Pupil Premium Children</th> <th>Overall National Average</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>91%</td> <td>71%</td> </tr> <tr> <td>Writing</td> <td>63%</td> <td>76%</td> </tr> <tr> <td>Maths</td> <td>82%</td> <td>75%</td> </tr> </tbody> </table> <p>Results across Year 3, 4 and 5 indicate that there is a greater proportion of Pupil Premium children currently working at age related expectations compared to the data in Summer 2016.</p>		School Pupil Premium Children	Overall National Average	Reading	91%	71%	Writing	63%	76%	Maths	82%	75%	<ul style="list-style-type: none"> This provision has been extremely successful and this success justified the large proportion of the pupil premium allocation that has been directed towards it. Outcomes in writing for pupil premium children are less favourable than other subjects. <p>Next Steps:</p> <ul style="list-style-type: none"> Continue with this model for the academic year 2017-2018. Provision in writing to be addressed specifically with pupil premium spend for 2017-2018. 	£40000 towards the overall cost
	School Pupil Premium Children	Overall National Average														
Reading	91%	71%														
Writing	63%	76%														
Maths	82%	75%														

<p>To accelerate the progress of all children in the run up to the Key Stage Two SATs.</p>	<p>Extra teacher employed between February and May to further enhance provision for Year 5 and 6 children.</p>	<p>Year 6 Pupil Premium children were above the 2016 national averages of non-pupil premium in reading and maths.</p> <table border="1" data-bbox="719 193 1330 416"> <thead> <tr> <th>EXPECTED STANDARD</th> <th>School Pupil Premium Children</th> <th>National Average for PP Children</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>91%</td> <td>53%</td> </tr> <tr> <td>Writing</td> <td>63%</td> <td>64%</td> </tr> <tr> <td>Maths</td> <td>91%</td> <td>58%</td> </tr> </tbody> </table> <table border="1" data-bbox="719 480 1330 703"> <thead> <tr> <th>HIGHER SCORE OF 110 OR ABOVE</th> <th>School Pupil Premium Children</th> <th>National Average for PP Children</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> <td>10%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>8%</td> </tr> <tr> <td>Maths</td> <td>40%</td> <td>9%</td> </tr> </tbody> </table> <p>Key Stage One to Key Stage Two progress for all subjects was all positive and above the floor standards for 2017.</p> <p>Results across Year 5 indicate that there is a greater proportion of Pupil Premium children currently working at age related expectations in reading, writing and maths compared to the data in Summer 2016.</p>	EXPECTED STANDARD	School Pupil Premium Children	National Average for PP Children	Reading	91%	53%	Writing	63%	64%	Maths	91%	58%	HIGHER SCORE OF 110 OR ABOVE	School Pupil Premium Children	National Average for PP Children	Reading	18%	10%	Writing	27%	8%	Maths	40%	9%	<ul style="list-style-type: none"> • This provision has been successful. • Accelerated progress was made by all pupils from the end of March 2017 because of highly focussed work, which was personalised, to the individual children. <p>Next Steps:</p> <ul style="list-style-type: none"> • Continue with this model for the academic year 2017-2018. DHT to be non-class based in Autumn term 2017 and then to facilitate fourth group from Spring Term 2018. • Provision in writing to be addressed specifically with pupil premium spend for 2017-2018. 	<p>£7000</p>
EXPECTED STANDARD	School Pupil Premium Children	National Average for PP Children																										
Reading	91%	53%																										
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ii. 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								
To improve the quality of reading provision in Year 5.	Accelerated Reader purchased and priority given to children who are 'on the cusp' including Pupil Premium children.	<p>Cohort Reading Results:</p> <p>All Children:</p> <table border="1" data-bbox="689 384 1227 603"> <thead> <tr> <th data-bbox="689 384 958 512">Percentage in line with expectation at the end of Year 4 (July 2016)</th> <th data-bbox="958 384 1227 512">Percentage in line with expectation at the end of Year 5 (July 2017)</th> </tr> </thead> <tbody> <tr> <td data-bbox="689 512 958 603">29%</td> <td data-bbox="958 512 1227 603">60%</td> </tr> </tbody> </table> <p>Pupil Premium Children:</p> <table border="1" data-bbox="689 699 1227 917"> <thead> <tr> <th data-bbox="689 699 958 826">Percentage in line with expectation at the end of Year 4 (July 2016)</th> <th data-bbox="958 699 1227 826">Percentage in line with expectation at the end of Year 5 (July 2017)</th> </tr> </thead> <tbody> <tr> <td data-bbox="689 826 958 917">11%</td> <td data-bbox="958 826 1227 917">42%</td> </tr> </tbody> </table>	Percentage in line with expectation at the end of Year 4 (July 2016)	Percentage in line with expectation at the end of Year 5 (July 2017)	29%	60%	Percentage in line with expectation at the end of Year 4 (July 2016)	Percentage in line with expectation at the end of Year 5 (July 2017)	11%	42%	<ul style="list-style-type: none"> Evidence shows that Accelerated Reader provision was successful. Throughout the year, hurdles were encountered which meant that it was not rolled out across school. This included the need for a new library system, additional books needing to be purchased and further training required for staff. <p>Next Steps:</p> <ul style="list-style-type: none"> Accelerated Reader to be implemented across Key Stage 2 with pupil premium children included during the Autumn Term 2017. Children to be tracked by Accelerated Leader in school. 	£2000
Percentage in line with expectation at the end of Year 4 (July 2016)	Percentage in line with expectation at the end of Year 5 (July 2017)											
29%	60%											
Percentage in line with expectation at the end of Year 4 (July 2016)	Percentage in line with expectation at the end of Year 5 (July 2017)											
11%	42%											

<p>To provide additional in class support for Pupil Premium and LAC children in order to accelerate progress.</p>	<p>4 extra Teaching Assistants employed across the school, 2 of whom are qualified teachers.</p>	<p>Results across the school indicate that there is a greater proportion of Pupil Premium children currently working at age related expectations compared to the data in Summer 2016.</p> <p>This shows the success of the range of in class interventions carried out by the skilled Teaching Assistants, which includes a number of qualified teachers. This was noted in observations carried by HT and DHT and also the Local Authority EDP.</p>	<ul style="list-style-type: none"> The provision was effective in supporting all children but in particular providing additional support for Pupil Premium children. Highly favourable adult to pupil ratio had a positive impact on learning within the class. <p>Next Step:</p> <ul style="list-style-type: none"> Continue with favourable adult to pupil ratio in order to accelerate progress. 	<p>£20000 towards overall cost</p>									
<p>To increase the proportion of Pupil Premium children achieving a Good Level of Development</p>	<p>High numbers of staff in Reception to ensure small group provision is available to target Pupil Premium children in order to accelerate progress.</p>	<p>Good Level of Development gap has narrowed from 2016 to 2017:</p> <table border="1" data-bbox="689 646 1361 746"> <thead> <tr> <th></th> <th>All</th> <th>Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>76%</td> <td>25%</td> </tr> <tr> <td>2017</td> <td>76%</td> <td>43%</td> </tr> </tbody> </table> <p>The proportion of Pupil Premium children increased in 2017 however, this continues to be a focus moving into the next academic year.</p>		All	Pupil Premium	2016	76%	25%	2017	76%	43%	<ul style="list-style-type: none"> Close tracking of Pupil Premium children was required to identify the barriers to learning that were at present on entry. This would need to be accelerated further for the gap to continue to narrow. <p>Next Steps:</p> <ul style="list-style-type: none"> To liaise closely with local nurseries for early identification of the barriers to learning. To continue with high numbers in staff in EYFS to provide intensive small group support and early intervention of Pupil Premium children. To use SLA to employ the services of a specialised EYFS EDA to moderate judgements and identify key areas of learning for children. 	<p>£7000 towards overall cost</p>
	All	Pupil Premium											
2016	76%	25%											
2017	76%	43%											

To accelerate the progress of all children in the run up to the Key Stage One and Two SATs.

After School Booster – KS1

After School Booster – KS2

Maths Intervention Teacher – KS2

Key Stage One Results

All Children:

	In Line with Expectations		Working at Greater Depth	
		National 2016	School	National 2016
Reading	79%	74%	31%	24%
Writing	69%	65%	14%	13%
Maths	81%	73%	33%	18%

Pupil Premium Children:

	In Line with Expectations		Working at Greater Depth	
		National 2016	School	National 2016
Reading	57%	62%	21%	13%
Writing	43%	53%	21%	7%
Maths	64%	60%	29%	10%

Key Stage Two Results

All Children:

	In Line with Expectations		Working at Greater Depth	
		National 2017	School	National 2017
Reading	91%	71%	26%	25%
Writing	83%	76%	29%	18%
Maths	89%	75%	40%	23%

Pupil Premium Children:

	In Line with Expectations		Working at Greater Depth	
		National 2016	School	National 2016
Reading	91%	53%	18%	10%
Writing	63%	64%	27%	8%
Maths	82%	58%	36%	9%

- Booster provision had a positive impact on the progress made by Pupil Premium children across the school.
- In addition, Easter school was added in order for the children to consolidate skills and continue momentum over the holiday period.

Next Steps:

- After School Booster to be continued in 2017 – 2018.
- Consideration of 1:2 tuition for Pupil Premium children.
- Continuation of Maths Intervention Teacher – this commenced for Y5 pupils in May 2017 to ensure that time was maximised.
- Specific writing interventions for Pupil Premium children in order to narrow the gap.
- Easter School to continue in 2017 – 2018.

£5605

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
To monitor provision and improve outcomes of Pupil Premium children across the school.	Whole School Pupil Progress Leader has specific responsibility for tracking of pupils and liaising with external agencies re LAC children, as well as facilitating Pupil Premium audits and organising interventions.	<p>From the data shared above, it is evident that the appointment of a Pupil Progress leader has had a positive impact on the progress and attainment of Pupil Premium children.</p> <p>The Pupil Progress leader facilitated audits and snapshots although these were not as frequent and effective as we had planned due to the unfortunate and unexpected absence of the Pupil Progress leader through illness.</p>	<ul style="list-style-type: none"> • Strategy overall was successful and so therefore we will continue with the principles in 2017 – 2018. • Unfortunate absence of Pupil Progress leader meant that provision snapshots were not as regular as planned. • Following advice from EDP, new tracking system for interventions to be implemented in 2017 – 2018, which gives clearer picture of progress, made during intervention. <p>Next Steps:</p> <ul style="list-style-type: none"> - Large proportion of Pupil Progress Leader release time to be used for focussing upon this strategy. - More regular snapshots of provision provided for Pupil Premium children - New tracking system for interventions to be implemented in Autumn Term 2017. - Termly intervention meetings to be built in staff meeting time 	£6000

To work alongside other key staff, pupils and parents to boost the attendance of Pupil Premium children.	Weekly Attendance Assemblies.					<ul style="list-style-type: none"> Approach used from Spring Term 2017 was highly effective. Children enjoyed the attendance assemblies and rewards. Use of the cluster Parent Support Advisor working alongside parents was successful and improved parental engagement. <p>Next Step:</p> <ul style="list-style-type: none"> Employ school PSA/Attendance Manager (0.5) with a specific role of improving attendance and engagement with Pupil Premium parents. 	£5,000
	Attendance Management Toolkit training.	Overall Attendance		Pupil Premium Attendance			
	Weekly analysis of attendance data.	School	Nat	School	Nat		
	Cause for concern children subject to intervention.	2015 – 2016	96.0%	96.0%	95.71%		
		2016 - 2017	96.5%		96.39%		
		<p>Persistent absence for Pupil Premium children at the end of Spring Term 2017 was 12.5%. Due to the interventions put in place, this was reduced to 6.2% (National 15.8%) by the end of the academic year.</p>					

7. Additional detail

Documents which may be useful to read in conjunction with this strategy:

- School Improvement Plan 2017 – 2018

An electronic version of this strategy can be found at <http://www.ox-close.durham.sch.uk/>