



# **Pupil Premium Strategy: Altmore Infant School including Early Years Premium Plan 2016-2017**



**Principles:**

All members of staff and Governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop his/her full potential, irrespective of need.

*Note: When reading the Altmore Infant School Strategy you will notice that our strategic intent identified is the same for Lathom Junior School as we share one leadership and management team. The key intents identified ensures that our work as leaders is sharpened and tightly focused on ensuring parity across both sites and settings.*

**Background:**

The pupil premium targets extra funding for pupils from deprived backgrounds. Research shows these students underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils to reach their potential.

The Government have used pupils entitled to *free school meals* (FSM), *children of service personnel* and *children who are looked after* as indicators for deprivation and have deployed a fixed amount of money to schools per pupil, based upon the number registered for FSM. At Lathom Junior School, we will be using the indicator of those eligible for FSM as our target children to 'diminish the difference' regarding attainment and progress.

**Impact of 2015/16 funding on attainment and achievement, punctuality and attendance.**

The total funding allocated for 2015-2016 was £292,500, a breakdown of how this funding was spent can be found on the pupil premium spend spread sheet for 2015.

The Government has not told schools how to spend this money, but are clear that schools will need to employ strategies that they know will support these students to increase their attainment and diminish the difference.

**Provision:**

In order to meet the above requirements, the Governing Body of the Altmore and Lathom Schools Federation will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. As part of the additional provision made for pupils who belong to *vulnerable* groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are addressed appropriately.

We have raised staff awareness to ensure learning is personalised and provision is monitored through work scrutiny, data analysis and lesson observations and the pro-forma for these has been changed as a result. We have added an additional check to our internal assessment information to track additional support and have a focused plan for Interventions across the school.

As part of our on-going tracking, we will also use the information from our After school activity clubs to check if FSM pupils are taking the opportunities offered for enrichment activities and attending clubs and trips.

Parents who have children eligible for pupil premium support have been contacted to explain the intervention process and identify individual areas of support. In certain cases, this has identified specific allocation of funding, for example in one instance a student able to gain subsidised internet access for the first time from home. Our aim is to *close the gap* between students in the pupil premium cohort and their peers under the following 2 categories: Attainment and Achievement.

**Key Questions the Leadership and Management of Altmore Infant School will consider as part of our Strategy:**

1. Who are our disadvantaged pupils?
2. What percentage of our school population is disadvantaged?
3. What percentage per year group?
4. Who are our key underperforming groups?
5. How will we ensure that the shift of strategic intent from previous identified groups to pupil premium will not disadvantage those groups?
6. How will we *close the gap* between pupil premium and non-pupil premium pupils?
7. What is the provision for more able disadvantaged pupils?
8. What strategies will we employ to support both progress and attainment?
9. How will we ensure that all pupil premium pupils are aware that they are being supported by a measureable amount that they can articulate?

## Strategic intent:

**How will we ensure that the shift of strategic intent from previous identified groups to pupil premium will not disadvantage those groups?**

### Strategic Intent 1:

**PUPILS - To recognise measurable impact that the pupil premium funding has on closing the gap in progress and attainment**

<b>Actions</b>	<b>By Whom</b>	<b>By When</b>	<b>Outcomes</b>
<ul style="list-style-type: none"> <li>Identify key intervention strategies to raise the attainment of pupils who are eligible for pupil premium funding.</li> <li>Carry out a needs analysis audit for all PP students - use GL data and teacher assessment to identify key groups and pupils.</li> </ul>	Assessment Leader and Intervention Lead Teacher	on-going	Students supported by the pupil premium funding make significant progress matched against other groups.
<ul style="list-style-type: none"> <li>To identify the progress made by pupils supported by pupil premium funding (Review of key questions)</li> </ul>	FLT	on-going	Leadership team and governors are aware of the impact of pupil premium funding and action necessary change.
<ul style="list-style-type: none"> <li>To review strategies which had the greatest impact in 2015/2016</li> </ul>	Interventions Leader FLT	October 2016 – Publishing of Raise Data- Validated data	Leadership team and governors aware of impact of pupil premium funding and action necessary change.

### Strategic Intent 2:

**LEADERSHIP OF LEARNING To enable all stakeholders to identify how the pupil premium funding is allocated**

<b>Actions</b>	<b>By Whom</b>	<b>By When</b>	<b>Outcomes</b>
<ul style="list-style-type: none"> <li>All leaders to deepen their understanding of the needs of pupils including those supported by PP and the need to close the gap</li> </ul>	Federation Leadership Team	on-going	Leadership Team place performance of pupil premium students in strategic monitoring plan and Pupil Progress meetings and able to lead accountability with staff.
<ul style="list-style-type: none"> <li>Ensure high levels of communication to governors about pupils supported by PP</li> </ul>	Executive Headteacher and Deputy Headteacher responsible for Assessment	on-going	Governing Body recognise holding the Leaders performance of pupils supported by PP funding to account.

<ul style="list-style-type: none"> <li>Recruit a Governor who has a track record of excellence in closing the gap of students who receive PPG</li> </ul>	Chair of Governors and Exec Headteacher to identify skilled Governor	November 2016	Governors will be able to challenge and advise Leadership Team on the strategic use of Pupil Premium
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**Strategic Intent 3:**  
**FACILITATION OF LEARNING - To devolve a funding allocation which will effectively target progress and attainment of pupils supported by the pupil premium**

<b>Actions</b>	<b>By Whom</b>	<b>By When</b>	<b>Outcomes</b>
<ul style="list-style-type: none"> <li>Leadership of pupil premium resources funding identified</li> </ul>	Head of Schools (MS/CM)	on-going	Clear lines of funding allocation and responsibility recognised.
<ul style="list-style-type: none"> <li>School Bursar to regularly communicate financial expectations linked to pupil premium allocation</li> </ul>	Rupert Jones Financial Consultants	on-going	Leadership team and Governing body aware of financial allocation of pupil premium funding and its development

## Pupil Premium Allocation for Altmore Infant School: £ 315,480

What are our main barriers to our pupils making progress?	How will we address these barriers	Rationale for choosing the strategy?	Budgetary Allocation	Key Performance Indicators
Social Deprivation and Poverty % of pupils live in overcrowded homes and family incomes are below the headline.	<ul style="list-style-type: none"> <li>- Links with the Altmore Children’s Centre</li> <li>- Part fund the work of 2 Outreach workers</li> <li>- Part fund the costs of 2 Learning Mentors at Lathom Junior School</li> </ul>	<ul style="list-style-type: none"> <li>- At present we have less than 1% of our pupils who have been referred in a safeguarding context to Social Care</li> <li>- Family Practices and Children’s Social Care, 100% of these pupils are eligible for Pupil Premium</li> </ul>	£15,000	<ul style="list-style-type: none"> <li>- Early identification of vulnerable pupils and groups is quickly supported by key stakeholders.</li> <li>- Effective partnerships with external agencies enable good outcomes for these key groups of pupils.</li> <li>- Key staff from our Children Centre are able to provide bespoke support packages for pupils who are at risk.</li> <li>- Effective tracking and logs are kept.</li> <li>- Impact and Chronologies of intervention demonstrate impact and a reduction of incidents.</li> </ul>
English as an additional language 98% of the pupils at Altmore are EAL	<ul style="list-style-type: none"> <li>- Identify providers to support teachers and support staff with in class teaching strategies (Hounslow Language Service)</li> <li>- Split costs for a 2 day EAL Teacher – Senior Experienced teacher</li> <li>- Identify and re-align part time teacher’s job descriptions to support EAL early intervention work.</li> <li>- ECAR</li> <li>- Audit the resources within the school to ensure lessons are well resourced to</li> </ul>	<ul style="list-style-type: none"> <li>- We have identified that the following groups are currently underperforming</li> <li>- In addition, we know that</li> <li>- There is a significant proportion of mid phase admissions to the school with English as a second language</li> </ul>	£85,000	<ul style="list-style-type: none"> <li>- Rigorous and robust tracking and identification of EAL pupils</li> <li>- Bespoke learning offer is mapped out by the specialist teacher leading EAL.</li> <li>- Support staff and teachers are trained to ensure high quality impact and outcomes for this</li> </ul>

support EAL pupils

- In addition to the above the school will continue to invest in Core books and EAL books for pupils to access as part of their Core Reading offer.
- This will be further embedded through the successful Reading Café programme already in place at Altmore
- In addition to the development of Reading for EAL pupils, we have introduced the Reading Take-Away project this year. The Reading Take Away project targets EAL PP pupils to participate in selecting pre-selected books that develop their Reading stamina and early access to core books.

group.

- EAL pupils make good progress
- In an Infant School context, we recognise the need to develop Early Reading strategies for all pupils.
- Through our intensive tracking of pupils Reading progress ECAR strategies are used as an Intervention to ensure key reading skills are developed and embedded
- Reading Café Project will continue to enable a large majority of pupils to access Reading with their parents.
- Reading Takeaway Project will target EAL PP pupils with access to key texts.
- Books for these pupils will be purchased and the EAL lead will track and monitor the impact of this strategy.
- The gap of language acquisition and reading should close as a result of this focused intervention work

<b>What are our main barriers to our pupils making progress?</b>	<b>How will we address these barriers</b>	<b>Rationale for choosing the strategy?</b>	<b>Budgetary Allocation</b>	<b>Key Performance Indicators</b>
Deepen teachers understanding of this specific group of pupils	- Support teachers to plan for Pupil Premium eligible pupils within mainstream lessons and identify these	- Through targeted, high impact CPD we aim to address the concept of QFT	£80,000	- Support Staff and Teachers meet at the start of the week to discuss

<p>and ensuring on-going support for class teachers and support staff.</p>	<p>groups for targeted interventions.</p> <ul style="list-style-type: none"> <li>- Through rigorous monitoring and evaluation, the L&amp;M will ensure consistency in effective planning for Pupil Premium eligible pupils across all subjects</li> <li>- Ensure that all class teachers brief additional support staff about learning through dedicated meetings.</li> <li>- Provision management</li> <li>- Lesson plan scrutiny</li> <li>- Lesson observations</li> <li>- Pupil work scrutiny (outcomes, outputs, changes to pupil work)</li> <li>- Develop through CPD - Quality First teaching (QFT principles)</li> </ul>	<p>through providing in-class strategies to support teachers.</p> <ul style="list-style-type: none"> <li>- The school currently has SEN and Pupil Progress consultation meetings that supports</li> </ul>		<p>planning and provision.</p> <ul style="list-style-type: none"> <li>- Internal CPD with a sharpened focus on PP groups- teachers developing their practice.</li> <li>- Provision management</li> <li>- Lesson plan scrutiny</li> <li>- Lesson observations</li> <li>- Pupil work scrutiny (outcomes, outputs, changes to pupil work)</li> <li>- Performance reviews/meetings</li> <li>- Staff interviews/surveys</li> <li>- CPD Evaluations</li> </ul>
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<p><b>What are our main barriers to our pupils making progress?</b></p>	<p><b>How will we address these barriers</b></p>	<p><b>Rationale for choosing the strategy?</b></p>	<p><b>Budgetary Allocation</b></p>	<p><b>Key Performance Indicators</b></p>
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<p>Resources to support the delivery of the changes to the New National Curriculum including the teaching of Maths and Early Reading including Phonics teaching</p>	<ul style="list-style-type: none"> <li>- We aim to include a range of appropriate additional curriculum opportunities are within normal school hours</li> <li>- Provide free After school curriculum clubs within normal school hours including Booster classes for Year 2 targeted pupils who are eligible for PP.</li> <li>- We will continue to use the funding to subsidise educational visits that support pupils learning. Providing pupils with a breath and range of new learning experiences outside of the classroom</li> <li>- Pay for the analysis of Assessments to populate Teaching and Learning Reports to identify what teaching approaches and strategies are best used to support the specific needs of pupils eligible for Pupil Premium?</li> <li>- Develop and deepen teachers and support staff competencies in the</li> </ul>	<ul style="list-style-type: none"> <li>- The reports generated from the analysis of Assessments have provided strategic support in identifying groups of pupils. These reports provide key findings on teaching strategies that can be used to support individual learning styles.</li> <li>- The Booster Classes aimed at Yr. 2 pupils eligible for PP and Non PP have proved to be successful as these target pupils in small groups with focused 1:1 teaching strategies.</li> <li>- Developing teachers understanding of all the Phases within Letters and Sounds supports good or</li> </ul>	<p>£70,000</p>	<ul style="list-style-type: none"> <li>- Booster classes for specific Yr. 2 PP pupil's aide in these groups making good or better progress.</li> <li>- Educational and out of class learning visits planned are linked to the curriculum and enhance and deepen pupils learning experiences.</li> <li>- Teaching and learning strategies are used effectively and match pupils learning styles. Progress therefore for all pupils including the PP group is accelerated.</li> <li>- Phonics lessons delivered by teachers and support</li> </ul>
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	teaching of Phonics across all phases using the Letters and Sounds Phonics strategy.	better teaching of Phonics.		staff are consistently good or better – Pedagogy of phonics teaching is fully understood by all and the application of the principles of good phonics teaching and early reading is applied.
<b>What are our main barriers to our pupils making progress?</b>	<b>How will we address these barriers</b>	<b>Rationale for choosing the strategy?</b>	<b>Budgetary Allocation</b>	<b>Key Performance Indicators</b>
Socio-Emotional Development of pupils	<ul style="list-style-type: none"> <li>- Focused work led by the Educational Psychologist and Lead Practitioner</li> <li>- Lego Therapy</li> <li>- Co-Operative Learning Strategies Training that will aim at enabling pupils to have</li> <li>- Positive attitudes to learning and a thirst for knowledge across all</li> <li>- Learning contexts.</li> </ul>	<ul style="list-style-type: none"> <li>- The school has 0% of fixed term exclusions</li> <li>- The school has less than 1% of playground incidents logged and pupils behaviour is exemplary both in the classroom and outside during playtime.</li> </ul>	£12,000	<ul style="list-style-type: none"> <li>- Key Vulnerable PP pupils benefit from direct work with the Educational Psychologist this will have a direct impact on their outcomes and progress.</li> <li>- Co-operative learning strategies are used to develop pupils metacognition skills and promotes good learning attitudes in class.</li> </ul>
The recruitment of specialist support staff and teaching staff to support teaching and learning	<ul style="list-style-type: none"> <li>- Part costs of Support Staff and Teaching staff</li> <li>- Recruitment of 1x <b>ACHIEVE</b> teacher to deliver on-going Interventions for English and Maths for PP pupils across EYs/Year 1 and Year 2</li> <li>- Evaluate the impact of these teachers against Teachers Standards and evaluate the value for money in your deployment of staff and other resources?</li> </ul>	<ul style="list-style-type: none"> <li>- We recognise the need for Early Intervention and to narrow the gap between different groups of pupils especially PP pupils.</li> <li>- Our <b>ACHIEVE</b> programme focuses on the progress and the closing of the attainment gap between groups and individual pupils.</li> <li>- In an Infant School context, our <b>ACHIEVE</b> programme profiles the pupils and includes a pastoral strand to the intervention that these pupils receive</li> </ul>	£40,500	<ul style="list-style-type: none"> <li>- Pupils who are identified for the Achieve Programme make expected progress and the gap between them and their peers are narrowed significantly through good teaching and bespoke learning programmes matching the needs of the pupil.</li> </ul>

<b>What are our main barriers to our pupils making progress?</b>	<b>How will we address these barriers</b>	<b>Rationale for choosing the strategy?</b>	<b>Budgetary Allocation</b>	<b>Key Performance Indicators</b>
<p>Parental understanding of the new requirements linked to end of KS1 expectations.</p>	<ul style="list-style-type: none"> <li>- Parental Workshops</li> <li>- Teacher led teaching sessions – Parents Stay and Learn sessions for English and Maths</li> <li>- Purchase Study Guides for Year 2 to use with parents as part of Home Learning programme</li> <li>- Sign post PP families and underperforming groups to our Family Learning sessions.</li> </ul>	<ul style="list-style-type: none"> <li>- Our Family Learning sessions are delivered by Newham Family Learning Project – our success rate for parental involvement is outstanding. This was noted by an Ofsted Inspection in 2015 evaluating the impact of the Family Learning Project.</li> <li>- Pupils and parents co-learn in a supportive learning environment.</li> <li>- Parental involvement and participation is strength of Altmore. Our parents are keen to be involved in their children’s learning and relish every opportunity to learn!</li> </ul>	<p>£4,500</p>	<ul style="list-style-type: none"> <li>- Outstanding End of Key Stage 1 outcomes</li> <li>- Parental Engagement will continue to be outstanding.</li> <li>- Pupils will be supported by parents.</li> <li>- Parents will feel supported and less anxious about the changes to the end of KS1 assessments</li> </ul>
<b>What are our main barriers to our pupils making progress?</b>	<b>How will we address these barriers</b>	<b>Rationale for choosing the strategy?</b>	<b>Budgetary Allocation</b>	<b>Key Performance Indicators</b>
<p>Language acquisition and developmental starting points linked to Oracy including speaking and listening</p>	<ul style="list-style-type: none"> <li>- Continue to train staff: ECAT – Every Child a Talker</li> <li>- Invest in speaking a listening new technologies that support pupils oracy development</li> <li>- Develop role play areas in classrooms that promotes self-initiated talking</li> <li>- Continue to partner with Creative Futures and Discover Story Centre</li> </ul>		<p>£9,000</p>	

## Early Years Premium Plan 2016-2017

### Introduction:

The aim of the Early Years Pupil Premium is to *close the gap* between children from disadvantaged backgrounds and other children, by providing additional funding to settings such as ours, therefore providing the opportunity to raise the quality of provision we offer **All** children aged three and four (not two year olds), who meet the eligibility criteria and who will benefit from the funding. This funding is paid directly to us on an hourly rate basis, linked to claimed hours for entitled children. The annual value for a 15-hour place over a full year is just over £300 and since we are registered to offer early years places we can receive the EYPP. In order to be able to claim this funding we require parents to sign the funding agreement which asks for details of parent's date of birth and National Insurance number.

### Which three-and four-year-olds will be eligible for the EYPP?

A child will be eligible for the EYPP if they:

1. Are in a low-income family and their parents are in receipt of benefits (one or more), for example, Child Tax Credit and Income Support
2. Have been adopted from care
3. Have left care through special guardianship
4. Have been looked after by the local authority for at least the span of one day
5. Are subject to a child arrangement order

At Altmore we believe that through a sharpened focus on identifying underperforming groups of pupils, we can use the money to best support disadvantaged children in our care. Our Pre-school and Nursery will use the additional funding in the following ways:

- Continue our commitment to furthering our knowledge within our Continuing Professional Development by attending relevant training.
- Provide home visits to families and outreach work for our vulnerable and underperforming groups which aids transition into our setting.
- Buy in any specialist services to support families and children (this includes the cost of staffing such events), including enhancing provision through creative partnerships.
- Purchasing additional resources to support the learning, with a key focus on outdoor learning equipment

### Measuring the impact of the EYPP

We are continually reviewing the data we collect on children's attainment and refreshing our strategies to support children who are falling behind or in danger of doing so. The practical ideas that are implemented on a daily basis are only a few of the strategies used and their success can be monitored through the data. However, there are other ways that we measure and monitor the impact we have on families. These are:

- Parent questionnaires;
- Informal conversations at the start or end of a day;
- Parent feedback forms provided with children's Learning Journals and pupil data

Below are the key focus identified for the use of our Early Years Pupil Premium

## Early Years Pupil Premium Allocation: £35,000 (+/-)

What are our main barriers to our pupils making progress?	How will we address these barriers	Rationale for choosing the strategy?	Budgetary Allocation	Key Performance Indicators
<p>Low on entry data Pupils enter the EYFS provision well below National Expectations</p>	<ul style="list-style-type: none"> <li>- First quality teaching</li> <li>- Through our bespoke CPD we have tailored training and development opportunities for teachers and support staff to address and provide staff with strategies to deal with low on entry data.</li> <li>- Continue to use our learning approach of 'free flow', allowing pupils to choose and self-initiate their learning.</li> <li>- Continue to use real life experiences as the catalyst for learning.</li> </ul>	<ul style="list-style-type: none"> <li>- We are great believers of First Quality Teaching and ensuring teachers have accountability to support pupil progress</li> <li>- Our CPD programme offered to teachers is unique and is tailored to meet the needs of the teacher and the school development plan.</li> <li>- Altmore's learning approach in the EYFS is free flow where children self-initiate their learning. This approach works for the school and impact of this approach is evident in the EYFS outcomes published data.</li> </ul>		<ul style="list-style-type: none"> <li>- Children make good or better progress and make rapid gains in catching up with the National expectation.</li> <li>- Learning provision is bespoke and matched to meet the needs of the pupils specifically for the underperforming groups.</li> <li>- Tracking of progress for disadvantaged groups is managed and analysed robustly.</li> </ul>
<p>Pupils have impoverished vocabulary/EAL</p>	<ul style="list-style-type: none"> <li>- Access support from Hounslow Language Service,</li> <li>- Continue with the <i>Every Child A Talker</i> (ECAT) project.</li> <li>- Engage with LA Summer boys project</li> <li>- Classrooms to be a language-rich environment.</li> <li>- Purchase home learning language based, reading books</li> <li>- Purchase reading book bags</li> <li>- Develop and enhance Role play areas</li> </ul>	<ul style="list-style-type: none"> <li>- The HLS has provided outstanding bespoke training for staff with supportive in class strategies</li> <li>- ECAT -Is a National Programme to support the language development of young people. The school recognises the need for language rich environments that support pupils word recognition.</li> <li>- The school recognises the need for developing the importance of Reading and ensuring the promotion of the</li> </ul>		<ul style="list-style-type: none"> <li>- Rigorous and robust tracking and identification of EAL pupils.</li> <li>- Bespoke learning offer is mapped out by the specialist teacher leading EAL.</li> <li>- Support staff and teachers are trained to ensure high quality impact and outcomes for this group.</li> <li>- Parental support and engagement with Reading programme. (Reading Café)</li> <li>- Engaging Role Play areas</li> </ul>

		love for Reading.		in all Early Years classrooms.
Parent's understanding of learning needs to be developed to ensure they fully understand the EYs curriculum and the importance of parental engagement.	<ul style="list-style-type: none"> <li>- Parent Learning Workshops.</li> <li>- Continue to provide parents with opportunities to participate in stay and play sessions.</li> <li>- Support and educate parents on how to contribute to learning journals through <i>proud clouds</i> - these capture parent views about pupils learning achievements.</li> <li>- Ensure parent accessibility to profiles</li> <li>- Parent consultations and conferences including our ongoing open door policy to parents.</li> <li>- Promote Reading Café project</li> <li>- Fund and plan educational visits linked to support learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Our parents and wider community are aspirational and desperately want their children to do well.</li> <li>- The school therefore has a duty to ensure that parents are equipped and educated about the learning approach used in EYFS and how they can support learning.</li> </ul>		<ul style="list-style-type: none"> <li>- Continued increase in parental engagement.</li> <li>- Quality of commentary in pupils' profiles from parents.</li> <li>- At least 80-90% parent attendance at Parent Workshops and Stay and Play sessions.</li> </ul>
Attachment/Separation issues at the start of Nursery and Pre-School.	<ul style="list-style-type: none"> <li>- Continue with our flexible bespoke transition.</li> <li>- Continue with the structured home visits.</li> <li>- Continue with our key person approach to develop important relationships.</li> <li>- Deepen and support all staffs pedagogical understanding around attachment theory and separation anxieties.</li> <li>- Ensure all classes have established routines, visual timetables, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- The transition approach we have in place matches and supports the needs of all pupils.</li> <li>- Our Home visits ensure the transition between school and home is supported.</li> <li>- Visual support and routines support pupils' detachment and transition.</li> </ul>		<ul style="list-style-type: none"> <li>- Use Spearman's Correlation Coefficient Scale to measure pupils well-being</li> </ul>
Children's physical development - this area for development is a direct result of the overcrowded housing in our catchment area.	<ul style="list-style-type: none"> <li>- Develop the Outdoor learning environment will ensure opportunities are planned for children to have experience-led play including messy play.</li> <li>- Allow for pupils to have a range of experiences through play.</li> <li>- Part Fund PE coaches.</li> </ul>	<ul style="list-style-type: none"> <li>- We have identified that as a result of the overcrowded housing pupils live in, more work and provision for physical development is key.</li> </ul>		<ul style="list-style-type: none"> <li>- Enhanced outdoor areas.</li> <li>- More provision planned for self-initiated messy play and self-led learning.</li> <li>- Intensive Physical Development programme with PE coaches developing multi-skills and hand eye co-ordination skills.</li> </ul>

<p>Unidentified barriers to learning including health.</p>	<ul style="list-style-type: none"> <li>- Ensure links are made with key agencies including health visitors.</li> <li>- Complete the 2-Year-Old Health check</li> <li>- Ensure that the school holds up-to-date Health records for all pupils.</li> <li>- Work with Health professionals especially dental professionals to develop good oral health practices for all pupils.</li> <li>- Coffee Mornings and Parent workshops about preparing for school - focus on <i>School Readiness</i> support for parents.</li> <li>- Support parents by signposting services through the Children's Centre.</li> </ul>	<ul style="list-style-type: none"> <li>- Through our rigorous admissions policy and our interactions with families through our Children's Centre we have identified that for many of our families, there is no contact with other agencies; failure to attend clinic, ASQ not completed, referrals not made by GPs, children not known to HVs, appointments not kept for <i>Chatterbox</i> sessions, etc.</li> </ul>		<ul style="list-style-type: none"> <li>- Increased improvement in key information been shared with school.</li> <li>- Parents aware of the importance of key milestones and working with key professionals.</li> <li>- Uptake on parental workshops relating to school readiness and health visitors</li> </ul>
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