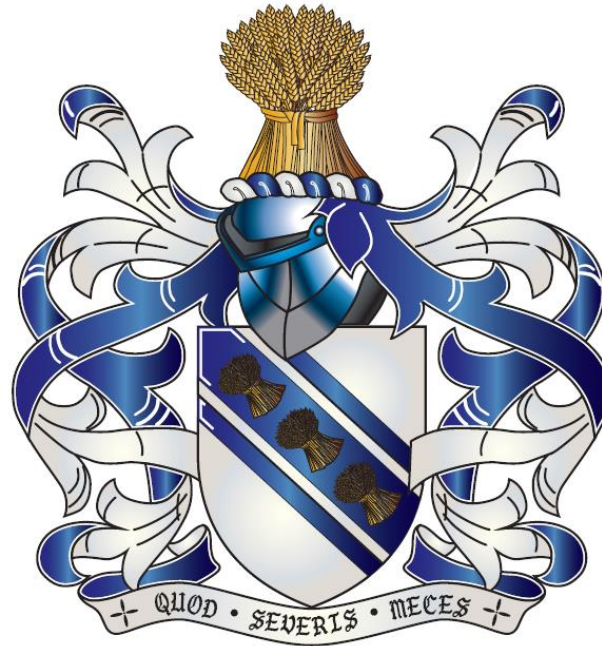


The Bliss Charity School



*The Bliss Charity School aims to provide a caring, secure and enriching experience;
each child is encouraged to develop strong personal, academic, physical and creative skills for lifelong learning.*

School Improvement: *Pupil Premium Strategy*

2016-2017

The Bliss Charity School: Pupil Premium Strategy (2016-2017)

The Pupil Premium is an additional grant paid to schools to:

- raise the attainment of disadvantaged pupils of all abilities to reach their potential
- support children and young people with parents in the regular armed forces

Section 1: Summary information					
School	The Bliss Charity School				
Academic Year	2016-17	Total PP budget	£34,620	Date of most recent PP review	March 2017
Total number of pupils	192	Number of pupils eligible for the PP	28 (15%)	Date for next internal review of this strategy	July 2017

Disadvantaged pupils are ...

- A.** Children currently entitled to free school meals (FSM) due to the family being on income support – this is not the same as universal infant free school meals. This is £1,320 per child.
- B.** Children who were entitled to free school meals at any point in the last six years (Ever 6 FSM). This is £1,320 per child.
- C.** Children in care (Looked After Children – LAC). This is £1,900 per child and called Pupil Premium Plus. This grant is managed by the Virtual School Head (VSH) and devolved to schools via an Electronic Personal Education Plan (ePEP). Additional Pupil Premium Plus funding for LAC can be applied for via the VSH, if required/necessary.
- D.** Children who left care through adoption or another formal route (Post-LAC). This is £1,900 per child and called Pupil Premium Plus. This grant is devolved directly to schools just like the Pupil Premium.

Pupils from military families attract additional funding ...

- E.** The service premium is extra funding for schools to support children and young people with parents in the armed forces. £300 per year is allocated to schools for each child recorded as Ever 6 Service.

Reception					Year 1					Year 2					Year 3					Year 4					Year 5					Year 6				
A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
1			1	1	1	4	1		1	3					3			1		1	1			2	2	3				2				
3					7					3					4					4					5					2				
TOTAL (whole school): 28																																		

Section 2: Attainment

KS2 SATs 2016 - RAISEonline (7 pupils eligible for PP out of a cohort of 27)	<i>Pupils eligible for PP at The Bliss Charity School</i>	<i>Pupils not eligible for PP at The Bliss Charity School (Non-disadvantaged – National Average)</i>
% achieving <i>expected</i> standard - or above - in reading, writing and maths	14	76 (60)
% achieving <i>expected</i> standard - or above - in reading	29	100 (72)
% achieving <i>expected</i> standard - or above - in writing	57	81 (79)
% achieving <i>expected</i> standard - or above - mathematics	57	95 (76)
<hr/>		
% achieving <i>greater depth</i> in reading, writing and maths	0	19 (7)
% achieving <i>greater depth</i> in reading	0	29 (23)
% achieving <i>greater depth</i> in writing	0	33 (18)
% achieving <i>greater depth</i> in mathematics	0	29 (20)
<hr/>		
KS1 SATs 2016 - RAISEonline (5 pupils eligible for PP out of a cohort of 30)	<i>Pupils eligible for PP at The Bliss Charity School</i>	<i>Pupils not eligible for PP at The Bliss Charity School (Non-disadvantaged – National Average)</i>
% achieving <i>expected</i> standard - or above - in reading	60	80 (78)
% achieving <i>expected</i> standard - or above - in writing	60	76 (70)
% achieving <i>expected</i> standard - or above - in mathematics	40	84 (77)
<hr/>		
% achieving <i>greater depth</i> in reading	20	32 (27)
% achieving <i>greater depth</i> in writing	20	16 (15)
% achieving <i>greater depth</i> in mathematics	20	28 (20)

Section 3: *Barriers to Future Attainment*

In-school barriers (sources: <i>RAISEonline 2016</i> ; and 'Barriers to Learning' analyses completed by all class teachers)	
A	Ability to deduce and infer meaning from texts – and to justify those deductions and inferences with supporting evidence from the text – is preventing higher attainment at the <i>expected</i> and <i>above expected</i> levels.
B	Underdeveloped letter formation and a lack of uniform, fluent joining is preventing higher attainment at the <i>expected</i> and <i>above expected</i> levels in writing.
C	Lack of number fluency and calculation automaticity is preventing the development of higher-level, independent problem-solving and reasoning skills in mathematics, and this is inhibiting higher attainment at the <i>expected</i> and <i>above expected</i> levels.
D	Disadvantaged pupils are making less progress from their starting points than other (non-disadvantaged) pupils nationally and other (non-disadvantaged) pupils in the school. Consequently, they are attaining at a lower level.
E	Lack of self-regulation in pupils managing their own learning and progress.
External barriers (source: <i>RAISEonline 2016</i> and <i>Inspection Dashboard 2016</i>)	
F	The attendance rate for FSM was 94.1% in 2015 - 2016 – lowest 10% nationally (<i>Inspection Dashboard 2016</i>); it was below the whole school figure of 96.1% and the non-FSM figure of 96.5%. Absence reduces school hours and contributes to attainment differences between disadvantaged pupils and non-disadvantaged pupils.

Section 4: *Outcomes*

	<i>Desired outcomes</i>	<i>Success criteria</i>
A	Pupils have the ability to identify and extract evidence to support less obvious answers from the texts they read; and they develop the ability to respond to deductive and inferential text-based comprehension questioning in a range of verbal and written formats.	The gap between disadvantaged children and non-disadvantaged pupils in reading is diminished so that pupils eligible for PP reach age-related attainment (at the <i>expected</i> and <i>above expected</i> levels) in-line with their peers.
B	Automaticity in handwriting achieved by all pupils so the physical act of writing and letter formation is sufficiently easy, and attention can be focused on the content of the writing (composition).	The gap between disadvantaged children and non-disadvantaged pupils in writing is diminished so that pupils eligible for PP reach age-related attainment (at the <i>expected</i> and <i>above expected</i> levels) in-line with their peers.
C	Number fluency and automaticity in age-related calculation achieved by all pupils so attention can then be focused on reasoning and the problem-solving process.	The gap between disadvantaged children and non-disadvantaged pupils in mathematics is diminished so that pupils eligible for PP reach age-related attainment (at the <i>expected</i> and <i>above expected</i> levels) in-line with their peers.
D	Higher progress rates in all Prior Attainment Groups for pupils eligible for PP.	Pupils eligible for PP make at least as much progress from their starting points as non-disadvantaged pupils in reading, writing and mathematics.
E	Pupils eligible for PP acquire the ability and desire to self-motivate in order to overcome barriers in learning and aspire towards higher achievement independently.	Pupils eligible for PP engage with the metacognitive learning scheme and develop a 'growth mind-set' towards their learning and their ability to learn. Greater capacity to self-regulate and overcome barriers to learning independently evident.
F	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP in-line with non-disadvantaged pupils (less than 6%). Overall PP attendance improves from 94.1% to ≥96%.

Section 5a: Planned Expenditure - Quality Teaching for All

Desired outcome	Action/approach <i>New or continued?</i>	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lead and monitored by <i>who</i> and <i>when</i>	Targeted pupils
<p>A. Deductive and inferential reading.</p> <p>B. Letter formation and handwriting automaticity.</p> <p>C. Number fluency and calculation automaticity.</p> <p>D. Higher PP progress rates.</p>	<p>New: Implementation of a new 'assessment, progress-tracking and intervention-planning' system.</p>	<p>Precise and timely 'assessment, progress-tracking and intervention-planning' - at a class level - is a proven, successful strategy in identifying and meeting the needs of those pupils in need of greater support/challenge in order for them to attain higher.</p> <p>By establishing a more accurate and regular 'assessment, progress-tracking and intervention-planning' system, we aim to utilise teachers and teaching assistants more effectively in targeting support/challenge <i>where</i> it is needed and <i>when</i> it is needed and <i>how</i> it is needed. Identifying <i>where</i>, <i>when</i> and <i>how</i> greater progress and higher attainment will be achieved for disadvantaged pupils will be a continuous feature of this new system.</p>	<ul style="list-style-type: none"> • Purchase a pupil tracking system and establish in-year milestones for <i>expected</i> and <i>above expected</i> progress and attainment for mid-year points and the end-of-year (Terms 2/4/6). • Introduce new assessment materials that are aligned with the 2015-2016 national frameworks at the end of KS1 and KS2. • Establish 'Class Achievement Plans' as the primary tool of intervention-planning for all pupils, with support/challenge for disadvantaged pupils at its core. • Monitor Class Achievement Planning as part of lesson observations and governor visits. • Use training days to introduce the new tracking system and share the new assessment materials. 	<p>New tracking system and assessment materials introduced by S. Carter (HT).</p> <p>Progress and attainment tracking conducted by S. Carter (HT) at the end of Terms 2/4/6:</p> <ul style="list-style-type: none"> - July - December - March <p>Class Achievement Planning completed by all class teachers at the beginning of Terms 1/3/5:</p> <ul style="list-style-type: none"> - September - January - April <p>Monitored by the Curriculum Committee and the Full Governing Body.</p>	<p>All pupils, with a specific focus on achievement equality between boys/girls, disadvantaged/non-disadvantaged and SEND/non-SEND.</p>
<p>A. Deductive and inferential reading.</p> <p>D. Higher PP progress rates.</p>	<p>New: Staff training on developing pupils' reading comprehension beyond the literal.</p>	<p>Explicit teaching of deductive and inferential reasoning is central to pupils achieving the more demanding requirements of reading comprehension at the end of KS1 and KS2. Only by modelling deductive and inferential strategies/responses as part of daily literacy lessons/guided reading – and giving pupils experience of the range of different verbal and written question formats that deductive and inferential questioning can take – will they develop higher level comprehension skills.</p> <p>Precise modelling of deductive and inferential strategies/responses has proven to be successful in raising comprehension attainment in other settings, particularly when targeted at children eligible for PP – see 'Switch-on-Comprehension' impact analysis.</p> <p>The <i>Education Endowment Foundation (EEF)</i> Toolkit shows that teaching specific reading comprehension strategies, such as inferring the meaning from context, improves learning by an additional five months' progress over the course of a year.</p>	<ul style="list-style-type: none"> • Use a staff meeting to share the new requirements of the cognitive domains for reading, focusing on 1d/1e (KS1) and 2d/2e/2f/2g/2h (KS2). • Provide all class teachers with example questions linked to each cognitive domain so the style of verbal/written questions asked during reading sessions can be varied in order to build a secure range of comprehension skills and familiarity/confidence with the challenges of formal assessment. • Share exemplar planning/resources for guided reading that demonstrate the new approach. • Joint guided reading planning sessions with selected teachers (and the HT) to build capacity under the new approach. 	<p>New approach/resources for reading comprehension established and shared by S. Carter (HT) in staff meetings (teachers) and TA meetings (January 2017).</p> <p>Joint planning sessions with selected staff in February 2017.</p> <p>Impact monitored by S. Carter (HT) as part of tracking cycle (end of Terms 2/4/6).</p> <p>Monitored by the Curriculum Committee and the Full Governing Body.</p>	<p>All pupils, including those eligible for PP.</p>

Section 5a: Planned Expenditure - Quality Teaching for All (... continued)

Desired outcome	Action/approach <i>New or continued?</i>	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lead and monitored by <i>who and when</i>	Targeted pupils
<p>B. Letter formation and handwriting automaticity.</p> <p>D. Higher PP progress rates.</p>	<p>New: Implementation of a new, whole-school handwriting scheme.</p>	<p><i>Kinetic Letters</i> is a new approach to the teaching of handwriting that allows children to learn letter formation through movement. <i>Kinetic Letters</i> is a holistic approach to handwriting: it combines physical, body-strengthening exercises and motor skills preparation with dynamic movements for learning letter shapes; these sensory experiences then aid memory and recall.</p> <p><i>Kinetic Letters</i> has a proven track record of rapid improvement when adopted as a whole-school, systematic approach. The '4 strands of Learning' within <i>Kinetic Letters</i> leads to automaticity: formation, orientation and placement of letters become automatic, freeing up space in the working memory to focus on composition and effect, punctuation and grammar, and spelling.</p> <ol style="list-style-type: none"> 1. <i>Making Bodies Stronger</i> – physical body strengthening and motor/spatial preparation. 2. <i>Learning the Letters</i> – dynamic movements for learning the letter shapes; and sensory experiences for memory and recall. 3. <i>Holding the Pencil</i> – optimal pencil hold for speed and legibility, with diagnostics on correcting issues. 4. <i>Flow and Fluency</i> – development of speed and stamina and economy of movement for rhythm and speed. 	<ul style="list-style-type: none"> • Initial <i>Kinetic Letters</i> training for S. Caller (Reception teacher) and S. McNair (Reception teaching assistant) ahead of the whole staff so that <i>Kinetic Letters</i> is used from the very beginning of the year with the new intake. • Two full days of <i>Kinetic Letters</i> training for all staff – teachers and teaching assistants – during the school year. • Purchase <i>Kinetic Letters</i> resources to ensure the new approach/scheme can be fully delivered, implemented and embedded. • Initial 12 week intense programme followed by all children throughout the school after staff training. 	<p>Training organised by S. Carter (HT).</p> <p>Resources purchased by L. Adey (Bursar) following Reception staff training in October 2017 and whole-staff training in March 2017.</p> <p>Impact monitored by O. Thompson (English Lead) as part of book scrutiny (June 2017).</p> <p>Impact monitored by S. Carter (HT) as part of tracking cycle (end of Terms 2/4/6).</p> <p>Monitored by the Curriculum Committee and the Full Governing Body.</p>	<p>All pupils, including those eligible for PP.</p>

Section 5a: *Planned Expenditure - Quality Teaching for All (... continued)*

Desired outcome	Action/approach <i>New or continued?</i>	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lead and monitored by <i>who</i> and <i>when</i>	Targeted pupils
<p>E. Metacognition and self-regulation.</p> <p>D. Higher PP progress rates.</p>	<p>Continued: Develop and embed the metacognition learning project.</p>	<p>Metacognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly.</p> <p>Research into metacognition and self-regulation by the <i>EEF</i> shows that these approaches have a consistently high level of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p> <p>Following the initial introduction of the metacognition project at The Bliss Charity School, further development of this 'learning to learn' approach now needs to take place so it is fully embedded into all lessons and becomes the 'language' of the school, used by all pupils and particularly those eligible for PP in order to have a sustained impact on attitude and aspirations for this group.</p>	<ul style="list-style-type: none"> Metacognition attitude and skill focus delivered through whole-school HT assemblies and followed up in class by all teachers during that month. School newsletter used to establish home-school link for the metacognitive approach and promote the monthly foci with the school community for development outside of school hours. Metacognition 'language' used by all staff – all the time – to promote desired character development and behaviour-for-learning, and embed self-regulation. Selected pupils – including those eligible for PP – to be targeted for 'Star Learner' sessions where aspects of metacognition can be focused on and reviewed explicitly to encourage sustained development of these attitudes and skills. 	<p>S. Carter (HT) to deliver metacognition foci on a whole-school level (two whole-school assemblies per month: one attitude and one skill every month).</p> <p>Senior Leadership Team (SLT) to monitor impact and use of metacognition within their teams.</p> <p>Class teachers to plan and lead 'Star Learner' groups – to be recorded on Class Achievement Plans.</p> <p>Class teachers and teaching assistants to chart progress of metacognitive attitude and skill attainment for disadvantaged pupils within their class.</p> <p>Monitored by the Curriculum Committee and the Full Governing Body.</p>	<p>All pupils, including those eligible for PP.</p>
Total budgeted cost for 'Quality Teaching for All'					£7,000

Section 5b: Planned Expenditure – Targeted Support

Desired outcome	Action/approach <i>New or continued?</i>	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lead and monitored by <i>who</i> and <i>when</i>	Targeted pupils
<p>A. Deductive and inferential reading.</p> <p>B. Letter formation and handwriting automaticity.</p> <p>C. Number fluency and calculation automaticity.</p> <p>D. Higher PP progress rates.</p> <p>E. Metacognition and self-regulation.</p>	<p>Continued: Funding a high adult-to-child ratio so effective support and challenge can be provided for all pupils, including those eligible for PP.</p>	<p>Research by the <i>EEF</i> ('Making the Best Use of Teaching Assistants', 2015) states that additional adults can be very effective when deployed and supported correctly.</p> <p>Additional adult support in the classroom means that teachers can work directly to support and challenge specific pupils and individuals most in need, including those eligible for PP.</p>	<p>Class teachers to deploy and support teaching assistants in line with <i>EEF</i> recommendations:</p> <ol style="list-style-type: none"> I. TAs should not be used as an informal teaching resource for low attaining pupils. II. Use TAs to add value to what teachers do, not replace them. III. Use TAs to help pupils develop independent learning skills and manage their own learning. IV. Ensure TAs are fully prepared for their role in the classroom. V. Use TAs to deliver high-quality one-to-one and small group support using structured interventions. VI. Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction. VII. Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions. <p>Teaching assistant provision to be used to allow the class teacher to work with those pupils most in need of support, including those eligible for PP.</p>	<p>S. Carter (HT) to share the <i>EEF</i>'s 'Making Best Use of Teaching Assistants (2015)' with all class teachers and teaching assistants.</p> <p>Class teachers to deploy and support TAs effectively.</p> <p>SLT to monitor the effectiveness of TA provision as part of lesson observations.</p> <p>Class Achievement Plans to reference where the class teacher is working in-class with those pupils in need of extra support/challenge, including those eligible for PP.</p>	<p>All pupils, with a specific focus on achievement equality disadvantaged/non-disadvantaged.</p>

<p>A. Deductive and inferential reading.</p> <p>D. Higher PP progress rates.</p>	<p>New: One-to-one and small group provision for the 'Switch-on-Comprehension' programme to develop pupils' reading skills beyond the literal.</p>	<p>Some pupils eligible for PP need targeted support to close the attainment gap in reading. Specifically, this needs to focus on the development of deductive and inferential comprehension skills so that pupils can achieve the more demanding requirements of reading comprehension at the end of KS1 and KS2.</p> <p>The 'Switch-On-Comprehension' intervention programme has proven to be successful in raising comprehension attainment in other settings, particularly when targeted at children eligible for PP – see 'Switch-on-Comprehension' impact analysis.</p> <p>The <i>EEF</i> Toolkit shows that teaching specific reading comprehension strategies, such as inferring the meaning from context, improves learning by an additional five months' progress over the course of a year.</p> <p>Research by the <i>EEF</i> ('Making the Best Use of Teaching Assistants' 2015) states that when teaching assistants deliver structured interventions of this nature – as a one-to-one intervention or in a small group setting – it has consistent impact on attainment of approximately three to four additional months' progress.</p>	<p>Introduce 'Switch-on-Comprehension' programme with selected pupils, in selected year groups.</p> <p>The 'Switch-on-Comprehension' programme adheres to the recommendations made by the <i>EEF</i> on the use of teaching assistants in delivering effective, structured interventions out of class:</p> <ul style="list-style-type: none"> • Sessions are brief (20 – 30mins), occur regularly (3 – 5 times per week) and are maintained over a sustained period (12 weeks). • Careful timetabling is in place to enable this consistent delivery. • TAs receive extensive training from experienced trainers and/or teachers. • The intervention has structured supporting resources and lesson plans, with clear objectives. • TAs closely follow the plan and structure of the intervention. • Assessments are used to identify appropriate pupils, guide areas for focus and track pupil progress. 	<p>'Switch-on-Comprehension' training provided by S. Carter (HT) with selected teachers and teaching assistants involved in its delivery.</p> <p>Impact monitored by S. Carter (HT) as part of tracking cycle (end of Terms 2/4/6).</p> <p>Monitored by the Curriculum Committee and the Full Governing Body.</p>	<p>Lower attaining pupils in reading, including disadvantaged pupils.</p>
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Section 5b: Planned Expenditure – Targeted Support (... continued)

Desired outcome	Action/approach <i>New or continued?</i>	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lead and monitored by <i>who</i> and <i>when</i>	Targeted pupils
C. Number fluency and calculation automaticity. D. Higher PP progress rates.	New: Small group provision for the <i>Every Child Counts</i> 'Success@Arithmetic' intervention to develop understanding of the number system and fluency with number facts; and mastering age-related written methods for calculation.	Some pupils eligible for PP need targeted support to close the attainment gap in mathematics. Specifically, this needs to centre on number fluency and automaticity in age-related calculation, so attention can then be focused on reasoning and the problem-solving process. The <i>Every Child Counts</i> 'Success@Arithmetic' intervention programme has proven to be effective in raising attainment in other settings: Over 8,000 pupils in Years 4 to 11 have been supported by Success@Arithmetic in 1,500 schools ... <ul style="list-style-type: none"> They made an average number-age gain of 17.5 months in 4.5 months – almost 4 times the expected progress. 92% of pupils achieved national expectations at the end of their school year, despite not being originally predicted to do so. 	Introduce the <i>Every Child Counts</i> 'Success@Arithmetic' programme with selected pupils, in selected year groups. The <i>Every Child Counts</i> 'Success@Arithmetic' programme adheres to the recommendations made by the <i>EEF</i> on the use of teaching assistants in delivering effective, structured interventions out of class: <ul style="list-style-type: none"> Sessions are brief (20 – 30mins), occur regularly (3 – 5 times per week) and are maintained over a sustained period (12 weeks). Careful timetabling is in place to enable this consistent delivery. TAs receive extensive training from experienced trainers and/or teachers. The intervention has structured supporting resources and lesson plans, with clear objectives. TAs closely follow the plan and structure of the intervention. Assessments are used to identify appropriate pupils, guide areas for focus and track pupil progress. 	<i>Every Child Counts</i> 'Success@Arithmetic' training for L. Anderson (HLTA). Identification and timetabling of pupils for the <i>Every Child Counts</i> 'Success@Arithmetic' programme. Impact monitored by S. Carter (HT) as part of tracking cycle (end of Terms 2/4/6). Monitored by the Curriculum Committee and the Full Governing Body.	Lower attaining pupils in mathematics, including disadvantaged pupils.
A. Deductive and inferential reading. C. Number fluency and calculation automaticity. D. Higher PP progress rates.	Continued: Small group English and mathematics tuition for lower attaining pupils with an experienced teacher and HLTA.	Some pupils eligible for PP need small group tuition to close the attainment gap in English and mathematics. The <i>EEF</i> Toolkit shows that small group tuition is effective. It has an impact because pupils in smaller groups receive greater feedback from the teacher, their engagement is sustained for longer and the work they are given is more closely matched to their needs As a result, small group tuition can improve learning by an additional four months' progress over the course of a year.	Extra teaching time - and preparation time - paid for out of the PP budget. Collaborative planning time for the teacher and HLTA. Impact overseen by the class teachers and the headteacher.	N. Maddock (Teacher) and L. Anderson (HLTA) to plan, deliver and assess sessions. Impact monitored by S. Carter (HT) as part of tracking cycle (end of Terms 2/4/6). Monitored by the Curriculum Committee and the Full Governing Body.	Lower attaining pupils in English and mathematics in selected year group(s), including disadvantaged pupils.
Total budgeted cost for 'Targeted Support'					£25,000

Section 5c: Planned Expenditure – Other Approaches

Desired outcome	Action/approach <i>New or continued?</i>	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lead and monitored by <i>who</i> and <i>when</i>	Targeted pupils
F. Increased attendance rates for pupils eligible for PP. D. Higher PP progress rates.	New: Close monitoring of disadvantaged attendance; and incentives for higher attendance (class and individual awards).	Greater progress and higher attainment for disadvantaged pupils can only be achieved if they are present in school. Close tracking of attendance for this group is needed as it was identified as a weakness in the <i>Inspection Dashboard</i> 2016 – lowest 10%.	<ul style="list-style-type: none"> Weekly monitoring of class attendance with Class Champions each week as part of the HT assembly. Termly attendance feature in the whole-school newsletter. E-card for 100% attendance at the end of each term. Prizes and certificates for children achieving 100% attendance at the end of the year. Medals for the class with the highest attendance at the end of the year. Termly attendance meetings (HT and School Secretary) to identify persistent absentees (whole-school, with a focus on disadvantaged pupils). New system of parent letters to be implemented when absence goes below the threshold. 	E. Howard (School Secretary) to monitor attendance on a weekly basis for classes and for those individuals issued with attendance improvement notifications. S. Carter (HT) to meet on a termly basis to analyse attendance figures and communicate with parents when attendance is below – or close to going below – the threshold. Monitored by the Full Governing Body.	All pupils, with a specific focus on achievement equality between disadvantaged/non-disadvantaged.
E. Metacognition and self-regulation. F. Increased attendance rates for pupils eligible for PP. D. Higher PP progress rates.	Continued: Create a disadvantaged fund for school trips and extra-curricular activities.	Providing financial assistance to disadvantaged families for extra-curricular activities (including trips, clubs, music tuition) so that pupils eligible for PP can take advantage of all that Bliss has to offer, will have an impact on attitudes towards school and learning, aspiration, achievement and attendance.	Budget to be established by L. Adey (Bursar) so that pupils eligible for PP can access funding for extra-curricular activities, where additional payment is required.	L. Adey (Bursar). Monitored by the Full Governing Body.	Disadvantaged pupils.
Total budgeted cost for ‘Other Approaches’					£3,000

Section 6: Implementation Review (March 2017)

Current Attainment

<i>In-school (Years R-6): March 2017 (Term 4) – iTRACK (in-school data) (28 pupils eligible for PP out of 192 pupils on roll)</i>	<i>Pupils eligible for PP at The Bliss Charity School</i>	<i>Whole School Attainment</i>
% achieving <i>expected</i> - or <i>above expected</i> – attainment in reading	68	82
% achieving <i>expected</i> - or <i>above expected</i> – attainment in writing	64	77
% achieving <i>expected</i> - or <i>above expected</i> – attainment in mathematics	71	77
% achieving <i>above expected</i> attainment in reading	25	31
% achieving <i>above expected</i> attainment in writing	18	19
% achieving <i>above expected</i> attainment in mathematics	18	22

Commentary:

Disadvantaged attainment at the *expected* level is higher than the school's national results in 2016. However, there are still gaps within the school between the attainment of disadvantaged pupils and non-disadvantaged pupils, particularly at the *expected* level.

Areas to focus on:

- Disadvantaged pupils' reading attainment at the *expected* level in Class 3 (2 pupils) and Class 5 (3 pupils).
- Disadvantaged pupils' writing attainment at the *expected* level in Class 3 (2 pupils), Class 4 (3 pupils) and Class 5 (2 pupils).
- Disadvantaged pupils' mathematics attainment at the *expected* level in Class 3 (3 pupils) and Class 5 (2 pupils).

Current Progress		
<i>In-school (Years R-6): March 2017 (Term 4) – iTRACK (in-school data) (28 pupils eligible for PP out of 192 pupils on roll)</i>	<i>Pupils eligible for PP at The Bliss Charity School</i>	<i>Whole School Progress</i>
% achieving making <i>expected</i> - or <i>above expected</i> – progress in reading	100	98
% achieving making <i>expected</i> - or <i>above expected</i> – progress in writing	100	97
% achieving making <i>expected</i> - or <i>above expected</i> – progress in mathematics	93	95
% achieving making <i>above expected</i> attainment in reading	39	40
% achieving making <i>above expected</i> attainment in reading	29	36
% achieving making <i>above expected</i> attainment in reading	54	39

Commentary:

Disadvantaged pupils are making excellent in-year progress from their starting points; they are ahead – or in-line – with non-disadvantaged pupils in all subjects.

Areas to focus on:

- Disadvantaged pupils' maths progress at the *expected* level in Class 4 (2 pupils).
- Disadvantaged pupils' writing progress at the *above expected* level in Class 4 (4 pupils).

Current Attendance		
Year Group	Attendance (disadvantaged)	Attendance (non-disadvantaged)
Year 6	96.9%	97.3%
Year 5	98.4%	98.2%
Year 4	98.2%	97.6%
Year 3	96.5%	98.2%
Year 2	95.3%	96.8%
Year 1	97.5%	97.4%
Reception	91.5%	94.1%
WHOLE SCHOOL	97.0%	97.2%

Commentary:

Disadvantaged attendance is above the 96% target and last year's figure (94.1%).

Areas to focus on:

- None. Continue with current initiatives to raise and monitor attendance for disadvantaged pupils – see Section 5c (above).

Mr S. Carter

Headteacher (March 2017)