
(School Name) Pupil premium strategy statement 2017-18

**“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”
(A.P.J. Abdul Khan, 11th President of India)**

“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith Russi

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

1. Summary information					
Academic Year	17-18	Total PP budget	£92,288.33	Date of most recent PP Review	Jan 17
Total number of pupils	187	Number of pupils eligible for PP	71 (38%)	Date for next internal review of this strategy	Feb 18

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
38/73 (52.1%)	31 (42.5%)	1 (also services) (1.4%)	4 (5.5%)

Current Academic Year
(Percentages are for each cohort and the totals across the school)

Year Group	Total	FSM	Ever 6	Services	Adoption Premium
Year 6	12 (16.9%)	4 (33.3%)	8 (66.7%)	0	0
Year 5	8 (11.3%)	4 (50%)	4 (50%)	0	0
Year 4	16 (16.9%)	7 (58.3%)	4 (33.3%)	1 (8.3%)	0
Year 3	11 (15.5%)	7 (63.6%)	3 (27.3%)	1 (9.1%)	0
Year 2	10 (14.1%)	7 (70%)	3 (30%)	0	0
Year 1	8 (11.3%)	8 (100%)	0	0	0
Reception	10 (14.1%)	8 (80%)	0	2 (20%)	0
Total	71	45	22	4	0

2. Current achievement			
End of KS1 & 2 Attainment for: 2016-2017	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
		<i>School</i>	<i>National</i>
% achieving expected standard or above in reading, writing and maths	55%	53%	61%
% achieving expected standard or above in reading	64%	59%	71%
% achieving expected standard or above in writing	73%	76%	76%
% achieving expected standard or above in maths	91%	65%	75%
Progress score in Reading			
Progress score in Mathematics			
Progress score in Writing			
% achieving expected standard or above in reading at KS1	78%	75%	76%
% achieving expected standard or above in writing at KS1	56%	65%	68%
% achieving expected standard or above in maths at KS1	44%	70%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

- | | |
|-----------|-------------------------------------|
| A. | PP/SEN relationship |
| B. | Teaching quality and expectations |
| C. | Low aspirations |
| D. | Poor oral language on entry to EYFS |

External barriers (issues which also require action outside school, such as low attendance rates)

- | | |
|-----------|---|
| E. | Attendance |
| F. | Home/school relationship (parental support) |

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children to make expected or better progress in reading, writing and maths.	Children in Years 2-6 to aim to make 7 steps of progress a year. Children in Year 1 to make 6 steps of progress from their autumn 1 baseline. Progress to be checked through assessments, monitoring of books by subject leaders/SLT and through discussions with pupils about the progress they are making.
B.	The gap between PP children and non-PP children to close.	Aim for no significant gap between PP and non-PP children in all year groups except for Year 5 (-1.7 in reading, -2.57 in writing and -2.25 in maths).
C.	The attendance of PP children to rise in line with non-PP children.	Aim for 96% in all year groups for PP and non-PP children. Y4 attendance to rise to 94.5%. Poor attendance to be monitored and supported by PSA.
D.	Effective teaching of PP children.	Quality of teaching and learning for all children to be 100% effective or better by summer 2. Planning to be 100% effective or better by summer 2. 100% or better child conversations will show that PP children are able to talk about their targets, progress and achievements. Book scrutinies will show 100% effective or better feedback for PP children.
E.	Children to become more resilient, secure and confident.	Targeted children will build their resilience and feel more secure and confident, providing a firmer foundation for them to learn from. These children to then make accelerated academic progress (7 steps or more).

5. Planned expenditure				
Academic year		2017/18		
The headings below enable schools and the Trust to demonstrate how they are using the pupil premium improve outcomes for Pupil Premium Children. These headings are the same of all Plymouth CAST schools, but can be individualised under the Chosen action/approach column.				
a. Additional Teaching Staff				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>PP children to make expected or better progress in reading, writing and maths.</p> <p>The gap between PP children and non-PP children to close.</p>	<p>Booster teacher appointed to work in Year 6 in the mornings.</p>	<p>Having two teachers in the year will allow the children to be split into two smaller groups for reading, writing and maths. This will allow for more personalised learning. It will be easier to monitor the children's progress more closely and give timely, precise feedback.</p> <p>Sutton Trust: feedback +8months; small group tuition +4months; mastery learning +5months</p>	<p>Clear baseline at the start of the year. Termly assessments and progress meetings to discuss progress recorded on Target Tracker. Close communication between both teachers to ensure assessments are accurate; groupings are adjusted regularly and that any specific concerns are addressed as soon as possible.</p>	<p>all</p>
Outcomes of Mid-Year Review:				
<p>Gaps have closed in Years 2, 3, 5 and 6 in reading. In Years 1 and 4, HLTAs will now be working in those classes more regularly with any pupil premium children who have not made sufficient progress/are not at ARE for targeted afternoon interventions.</p> <p>In writing, the gaps between PP and non-PP children are decreasing or very small in Years 1-3. Year 6 PP children are performing above non-PP children as a result of two teachers in the classroom. To raise standards in Year 5, an experienced teacher of writing has been employed to work with PP children 2-3 mornings a week. Year 4 now have an HLTA, who is a qualified and experienced</p>				

teacher in class three mornings a week working with PP pupils.

Gaps in maths between PP and non-PP children are shrinking or small in Years 1, 2, 3 and 6. Although the gaps in Year 5 are still significant, they have shrunk by a whole point in half a term as a result of having two teachers in class 2-3 mornings a week allowing the PP children to be taught as a small targeted group. As mentioned above, the Year 4 PP pupils are now supported by a qualified teacher working as an HLTA three mornings a week and the gap in attainment is no longer increasing.

End of year outcomes and implications:

Gaps have closed in all year groups for reading and there is less than 1-point difference in attainment between PP students and non in year 2, 3, 5 and 6. In years 1 and 4, since the allocation of more HLTA time to work with both classes, the difference in attainment has decreased from 2.7 points to 1.7 points and 2.3 to 1.2 points, respectively. This shows the positive impact that additional highly qualified teaching assistants have on attainment.

In writing, PP children now outperform non-PP children in years 3 and 6 (as a result of the additional teacher). The attainment gap has decreased in years 2 (0.5 points), 4 (1.5 points down from 3 points) and 5 (1.7 points down from 4.1 points as a consequence of the employment of an additional experienced teacher of writing in that class 2-3 mornings a week). The difference in attainment in Year 1 is 1.6 points, which is an increase from 1.2 points. This is a very challenging cohort where the majority of the PP children have SEN and indicates that they are likely to need further support next year. They will be entering a class taught by the English lead and supported by an HLTA, so PP attainment should increase and the gap size diminished.

PP children outperform non-PP children in maths in Year 6. The attainment gaps in years 1-3 are less than or equal to one point. There have been small decreases in the gap between PP and non in years 4 (2.6 to 2.2 points) and 5 (3.6 to 3.1 points). The significant gap in year 5 is likely to have reduced further had the main class teacher not had a period of long term sickness in the summer term as it had decreased to only 2.6 points prior to this. Both years 4 and 5 will be taught maths by an experienced and skilled maths teacher next year so these gaps should continue to decline.

Total Planned Expenditure:				£
b. 1-1 Intervention - Academic				
Desired outcome	Chosen action /	What is the evidence and	How will you ensure it is	Staff lead

	approach	rationale for this choice?	implemented well?	
<p>PP children to make expected or better progress in reading, writing and maths.</p> <p>The gap between PP children and non-PP children to close.</p>	<p>Additional TA in foundation stage to provide intervention language development and communication support for identified children from term 1 onwards. Intervention will be bespoke to the pupils- could include BLAST, ELKLAN, pinny time in maths and/or phonics, precision teaching.</p>	<p>Children come into EYFS with poor oral language and low baselines.</p> <p>Sutton Trust: small group tuition +4mths; individualised instruction +2mths</p>	<p>Learning Walks, performance management and monitoring of planning and assessment data</p>	
<p>Outcomes of Mid-Year Review:</p> <p>42.9% of Pupil premium children demonstrate a good level of development compared to 77.8% of non-PP pupils. This is difference is due to a small number of PP children in that year group and that half of the PP students are also SEN or have missing data as they are new to the school. These children will continue to receive targeted intervention sessions to help them to catch-up.</p> <p>End of year outcomes and implications:</p> <p>71.4% (5 out of 7) of PP children demonstrate a good level of development compared to 94.4% (1 out of 18) of non-PP pupils. This difference is because one of the PP pupils also has SEN across the whole curriculum for which he receives additional support. Good progress has been made from his considerably lower starting point. The other PP child who didn't achieve a GLD missed out in one are (speaking) and has had targeted intervention, delivered by the additional TA, put in place for this and should be more in line with her peers next year. A similar approach for the teaching of the early learning goals should be put in place next year with targeted interventions being implemented where necessary early on in the year.</p>				
				<p>Total Planned Expenditure: £</p>

c. 1-1 Intervention - Social

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>The attendance of PP children to rise in line with non-PP children.</p> <p>Children to become more resilient, secure and confident.</p>	<p>Targeted children to have sessions with a learning mentor.</p>	<p>A significant number of pupil premium children have dealt with/are dealing with challenges at home or emotional/social barriers to learning. In these sessions they have the opportunity to discuss and work through problems with a trusted adult in a calm, relaxed atmosphere.</p> <p>Sutton trust: social and emotional aspects of learning +4 mths; parental involvement +3 months</p>	<p>Children will be screened and a clear baseline established. For targeted children an action plan will be devised which will be monitored regularly for impact between the learning mentor and the class teacher.</p>	

Outcomes of Mid-Year Review:

Attendance of individual PP children is now being monitored on a half-termly basis. Individual support plans have been put in place for children and families who have consistently poor attendance. The attendance of these pupils is now improving. However, the attendance of PP children is still lower in Years 1-4 than it is for non-PP attendance. Letters have been sent out to remind parents of the importance of good attendance and specific parents were advised during Parents' evenings of the need for their child's attendance to improve. The school has been focusing on improved punctuality by rewarding those classes who score the highest. This is encouraging more children to come into school and be in on time. Continued monitoring of attendance is needed and interventions in the form of attendance support plans may need to be put into place sooner.

End of year outcomes and implications:

Children on individual support plans for their attendance have shown significant improvements. These plans should be used next year with pupils who have less severe rates of absence, so that their percentage attendance does not drop as low. As for the mid-year review, the attendance of PP children in years 5 and 6 is good (greater than or equal to 96%). Attendance for PP children in years 1 and 4 (within which some children have had a support plan in place) has increased since the mid-year review. With additional children being supported with their attendance, these figures should continue to rise.

There was a decline in the attendance of PP children in years 2 and 3, in which the percentages are 94.9% and 94.3%, respectively. Further analysis of individual pupils should that in year 3 the extremely low attendance of one particular child with significant medical needs was pulling down the overall figure for that class. This child has since gained a place at special school better equipped to meet these additional needs. In year 2, the poor attendance of a pair of twins living in unsuitable housing reduced the overall attendance figures for the PP children in that cohort. This highlights the continuing need to look at attendance of the individual PP pupils as well as each cohort.

Total Planned Expenditure: £

d. Group Intervention - Academic

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>PP children to make expected or better progress in reading, writing and maths.</p> <p>The gap between PP children and non-PP children to close.</p>	<p>Appointment of 2 HLTAs (one in each key stage) to work in classes with a significant number of pupil premium children or where pupil premium children are performing below ARE/have not made expected or better progress.</p> <p>3 TAs will lead RWI small target groups across</p>	<p>HLTAs will provide targeted support for identified children, assessing and tracking progress and filling gaps to ensure pupil premium children reach ARE and make expected or better progress. Precise and timely feedback will be given to maximise progress.</p> <p>Sutton Trust: feedback +8months; small group tuition +4months</p> <p>This was highly effective last year where the phonics screening pass rate was 93% and KS1 reading was 78%. Learning resources that are carefully matched to the children's needs will ensure that progress is maximised, based on accurate assessment and</p>	<p>Class teachers and subject leaders to monitor attainment and progress of all children and groups at least termly. Termly data meetings will review the progress of all children and groups. PP coordinator to track the progress of PP children and compare to non-PP half termly.</p> <p>SLT monitoring through drop-ins, work scrutiny and pupil</p>	<p>CB</p>

	EYFS/KS1 and lower KS2 for 4 hours per week. Children will be grouped following regular assessment.	feedback. Sutton Trust: small group tuition +4mths	conferencing will review how this approach is progressing. Termly data meetings will review the progress of all children and groups. Termly phonic assessments will track progress and children will be regrouped to match their needs.	
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Outcomes of Mid-Year Review:

See above in the additional teaching staff section for how both HLTAs (one of whom is a qualified teacher) have been assigned to work with pupil premium children in Years 4 and Years 1 and 2 both within reading, writing and maths lessons and in the afternoons through additional targeted intervention groups.

PP children have made the same amount of progress with their phonics as non-PP children, with the exception of a very small number of EAL pupils. This is due to small groups and increased focus and checking of PP children. These EAL children are receiving additional phonics support intervention daily to help them to catch-up.

End of year outcomes and implications:

See above in the additional teaching staff section for how both HLTAs (one of whom is a qualified teacher) have been assigned to work with pupil premium children in Years 4 and Years 1 and 2 both within reading, writing and maths lessons and in the afternoons through additional targeted intervention groups. The benefits of additional teachers can be seen in year 6 and the writing of year 5. For next year, we need to ensure that HLTAs are assigned to the cohorts with the most need.

71% (5 out of 7) PP children passed the phonics screening check compared to 85% (17 out of 20) of non-PP pupils. The two children entitled to PP funding who didn't pass the phonics check have significant additional needs for which outside agencies are involved. PP children without significant barriers to learning are performing as well as non. The same strategies need to be put in place next year to support EAL children to repeat this result.

				Total Planned Expenditure:	£
e. Group Intervention - Social					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	
<p>Children to become more resilient, secure and confident.</p>	<p>KS1 and KS2 Social Club at lunchtime supporting pupils with Communication / Emotional/behavioural difficulties and those in our Support Centre.</p> <p>Attendance at Military Kids Club (MKC) with other network schools. PSA to attend adult network meetings termly. Transport to Help the Heroes events.</p> <p>Support for vulnerable parents and emotional support for parents as an ELSA trained TA (PSA).</p>	<p>Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn.</p> <p>To be able to meet with and identify with children in a similar situation. Sutton trust: Social and emotional aspects of learning +4 months; parental involvement +3 months</p> <p>Children are given an opportunity to talk about their emotions in a safe and secure environment. They are able to discuss any worries or concerns that they may have. They will feel more secure and resilient, increasing their confidence and sense of wellbeing</p>	<p>Children will be screened and a clear baseline established. For targeted children an action plan will be devised which will be monitored regularly for impact.</p> <p>Through pupil conferencing the children report positive experiences and impact on their learning.</p> <p>Pupil conferencing and surveys before, during and after the support group sessions will show the impact of this intervention. Parental surveys will show any impact on the children at home.</p>		
Outcomes of Mid-Year Review:					

Social club attendance has helped to reduce the number of issues some key pupils were experiencing on the playground at lunchtime.

A parent support group is run every month by the PSA to discuss any issues and to implement any support that is required.

End of year outcomes and implications:

The above club and group have continued to run. In response to a 1-1 survey, all the PP children who attended social club last year reported to enjoy it as it helped them to make better choices during their lunchtimes. However, this only reached a small number of PP pupils. Looking forward to next year a strategy that meets the needs of all PP children would be desirable.

Total Planned Expenditure: £

f. Learning Resources

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead

Outcomes of Mid-Year Review:

Total Planned Expenditure: £

g. Staff Training

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
	Thrive? £582 per person for a 2 day foundation course in West Somerset			

	- could also go into 'group intervention - social'.			
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Outcomes of Mid-Year Review:

This is something that is still being researched and discussed in conjunction with PSHE lead to ensure that it would work in our school.

End of year outcomes and implications:

After researching different provisions, the school have chosen to adopt the FRIENDS resilience programme, which will be delivered to all adults and then to all pupils. This will help to support and equip those PP children who don't outwardly display signs of trauma, but who are either blocking out traumatic events or may experience such situations in the future.

Total Planned Expenditure: £

h. Enrichment/Raising Aspirations

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>PP children to make expected or better progress in reading, writing and maths.</p> <p>The gap between PP children and non-PP children to close.</p> <p>Children to become more resilient, secure and confident.</p>	<p>Access to G+T Workshops for AMA to provide challenge and opportunities for more able children in both Key Stages to extend their skills and make accelerated progress in writing/maths.</p> <p>Subsidised trips and visits (linked to the</p>	<p>To practice and develop skills independently and also have opportunities to develop reasoning skills.</p> <p>Sutton Trust: mastery learning +5mths</p> <p>There is a greater sense of equality and inclusion in that the children are able to participate in visits, without any financial hardship.</p>	<p>Child will be able to articulate their progress by showing how they have improved their work. Termly data meetings will review the progress made. Subject leads will track progress of AMA termly.</p> <p>Children are able to participate in school visits. Through pupil conferencing the children report positive experiences and</p>	<p>CB/VOC/SLT</p>

	<p>curriculum) including Y6 residential. Children in all year groups have access to educational visits and Year 6 have access to a residential visit to Gaynor Hall which would be outside the financial limitations of some families. All pupils have access to theatre group and visitors in school. This experience is followed up in school.</p> <p>Children's University – to raise aspiration across the school. Encouraging children to continue their learning outside the school. Promote more across the school and explore more unusual activities that could count towards this to increase engagement.</p>	<p>Sutton trust: Sports Participation +2 months, Arts Participation +2 months and outdoor Learning +3 months</p> <p>To encourage an interest in the world around them, building on talents-creating lifelong learners. Participating in out of school activities will help increase self- esteem and confidence</p>	<p>impact on their learning.</p> <p>Through pupil conferencing the children report positive experiences and impact on their learning.</p>	
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Outcomes of Mid-Year Review:

Trips have been part of the curriculum for all year groups and the attendance of PP children has been subsidised, where needed, to ensure that no child has had to miss out. Children have been more engaged and produced better outcomes as a result.

Children's University has continued to be promoted and pupils in the lower year group in particular have taken up this opportunity. KS1 AMA pupils have attended workshops and shared their learning with their peers. Continue to seek more opportunities for KS2 students.

End of year outcomes and implications:

See above for information about trips.

The opportunity to be part of Children's University is still primarily favoured by only the younger pupils. Greater promotion or what is seen as a more mature alternative may need to be adopted next year to encourage the older pupils to become involved.

AMA workshops have continued to be available for KS1 pupils and KS2 pupils attended an exclusive TTRS event. However, this is something that needs to be further developed next year to ensure that AMA PP pupils have sufficient opportunities for additional challenge.

Total Planned Expenditure: £

i. Home Support (e.g. breakfast club, EWO etc.)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>The attendance of PP children to rise in line with non-PP children.</p> <p>The gap between PP children and non-PP children to close.</p> <p>Children to become more resilient, secure and</p>	<p>PSA to monitor PP attendance and, where necessary, phone families; visit homes and provide additional support.</p>	<p>When children are in school they are learning and low attendance leads to lower attainment and progress. Poor attendance can also be a safeguarding concern for this potentially vulnerable group. NFER 2015, Supporting the attainment of disadvantaged pupils Addressing Behaviour and Attendance.</p>	<p>There will be whole school monitoring of attendance. Parents are contacted by the office staff on the first day of absence. There is a dedicated member of staff (PSA) with a responsibility for monitoring attendance. Termly meetings with the Education Welfare Officer to take place and children/families who are</p>	

<p>confident.</p>	<p>PSA to support vulnerable, hard to reach families, parents, CAFs. A programme of workshops/ courses organised to help parents build social groups as well as improve ways to support their children's learning at home.</p> <p>Children who are eligible for FSM/PP have access to subsidised breakfast club. This is to ensure they have a suitable breakfast before starting school. The transition period from home to school will also give them a better emotional start to the day.</p>	<p>Targeted support in place for targeted individual children. They feel more secure and confident and are able to manage their emotions more readily.</p> <p>Sutton Trust: Social and Emotional aspects of learning +4mths; individualised instruction +2mths; parental involvement +3mths</p> <p>This will provide a firm foundation for targeted children to be ready to learn and set for the day.</p> <p>Targeted support in place for targeted individual children. They feel more secure and confident and are able to manage their emotions more readily.</p>	<p>causing concern.</p> <p>Records and evaluations shared with the school, as appropriate. The impact in school will be recorded through discussions with the class teachers. Parents will be asked to contribute to discussions about the impact of the intervention. Parent questionnaires will also be analysed.</p> <p>Records and evaluations shared with the school, as appropriate. The impact in school will be recorded through discussions with the class teachers.</p> <p>Records and evaluations shared with the school, as</p>	
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	Multi agency support (MAST) for vulnerable pupils and their families, includes learning mentors, therapists, counsellors, family support workers and EP.		appropriate. The impact in school will be recorded through discussions with the class teachers. Parents will be asked to contribute to discussions about the impact of the intervention.	
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Outcomes of Mid-Year Review:

See the 1-1 intervention (social) section above for a review of the PSA's role in improving attendance of PP children.

Children enjoy breakfast club and come into school fed and ready to learn. 27% of the children who attend breakfast club are PP children, which although less than the percentage of PP children in the school, represents a significant proportion.

MAST has been purchased as required for families with children receiving pupil premium funding.

End of year outcomes and implications:

MAST has been used frequently with PP families. Examples of the impact of this support, include: improved attendance, the award of an EHCP and children who report to be happier and more able to concentrate in class (according to their survey results) after attending sessions with the learning mentor.

PP attendance at breakfast club has increased to 32% of all attendees. This is increasingly in line with the proportion of children in receipt of PP funding across the school. In their 1-1 survey's PP children reported to enjoy the range of food and activities available at breakfast club. Therefore the club should continue to be subsidised for PP pupils next year.

Total Planned Expenditure: £

j. Other, not captured by any of the above

Desired outcome	Chosen action /	What is the evidence and	How will you ensure it is	Staff lead
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	approach	rationale for this choice?	implemented well?	
<p>Effective teaching of PP children.</p> <p>Children to become more resilient, secure and confident.</p>	<p>SENCO ½ day release once a week. Specifically focused on the needs of pupil premium children with SEN. Giving advice and support for class teachers for specific children who are both PP and SEN. Referrals for learning mentors, therapists and counsellors to support the learning needs of the PP children.</p>	<p>There is a significant overlap between children with a SEN and those pupils who are entitled to pupil premium funding. This relationship needs further exploration. There will also be opportunities to observe children in class and at playtimes and to work alongside Teachers and TAs to improve quality of provision.</p> <p>Sutton Trust: social and emotional aspects of learning +4mths</p>	<p>Learning Walks, performance management, monitoring of planning and assessment data. Evaluations and reports from outside agencies.</p>	<p>GB</p>

Outcomes of Mid-Year Review:

Children who are SEN and in receipt of the PP funding are being monitored by the PP lead and the SENCO. Additional support, outside agency involvement and the need for individualised learning plans have been put into place to help to support these children to achieve. Progress for these children is beginning to improve, but a significant amount of extra support e.g. EHATs and specialist therapists are still required to help these children to achieve their potential.

End of year outcomes and implications:

Greater SENCO support has been given to pupils who are both PP and SEN. Specialised learning plans have been put in place for some pupils to help them to better access the curriculum at a level appropriate to them to ensure that they continue to make progress. These plans are in their early stages, so significant measurable progress information is not yet available, but the pupils are calmer and more ready to partake in classroom activities.

SENCO and PP coordinator need to continue to work together to put into place strategies for those PP children not making good or better progress with both SEN and entitlement to PP funding. This information can then be shared with all staff working with those pupils.

Total Planned Expenditure:	£
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6. Additional detail

This strategy will be subject to ongoing monitoring throughout the year. Changes will be made dependent on the needs of individual children and cohorts as deemed necessary.