

## **Keyham Barton Pupil premium strategy statement 2018-19**

**“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”**

**(A.P.J. Abdul Khan, 11<sup>th</sup> 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	18-19	Total PP budget		Date of most recent PP Review	Sep 2019
Total number of pupils	185	Number of pupils eligible for PP	62 (35%)	Date for next internal review of this strategy	New strategy

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
		0	5 (1 also ever 6)

**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	8 (36.4%)	4 (18.2%)	4 (18.2%)	0	0
Year 5	11 (45.8%)	7 (29.2%)	4 (16.7%) – 1 also services	1 (3.7%) – also Ever 6	0
Year 4	9 (33.3%)	7 (25.9%)	1 (3.7%)	1 (3.7%)	0
Year 3	10 (37.0%)	7 (25.9%)	3 (11.1%)	0	0
Year 2	9 (33.3%)	7 (25.9%)	1 (3.7%)	1 (3.7%)	0
Year 1	15 (60.0%)	8 (32.0%)	5 (20.0%)	2 (8.0%)	0
Reception	Tbc	Tbc	Tbc	tbc	0
Total	<b>62</b>	<b>40</b>	<b>18</b>	<b>5 (1 also Ever 6)</b>	<b>0</b>

<b>2. Current achievement</b>			
<b>End of KS1 &amp; 2 Attainment for: 2017-2018</b>	<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	<b>42%</b>	<b>54%</b>	<b>64%</b>
% achieving expected standard or above in reading	<b>42%</b>	<b>54%</b>	<b>75%</b>
% achieving expected standard or above in writing	<b>75%</b>	<b>79%</b>	<b>78%</b>
% achieving expected standard or above in maths	<b>75%</b>	<b>79%</b>	<b>76%</b>
Progress score in Reading	<b>-1.5</b>	<b>-0.7</b>	<b>Tbc</b>
Progress score in Mathematics	<b>1.9</b>	<b>0.7</b>	<b>Tbc</b>
Progress score in Writing	<b>1</b>	<b>2.7</b>	<b>tbc</b>
% achieving expected standard or above in reading at KS1	<b>78%</b>	<b>79%</b>	<b>Tbc</b>
% achieving expected standard or above in writing at KS1	<b>44%</b>	<b>69%</b>	<b>Tbc</b>
% achieving expected standard or above in maths at KS1	<b>56%</b>	<b>72%</b>	<b>tbc</b>

### 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*)

<b>A.</b>	PP/SEN overlap
<b>B.</b>	Teaching quality and expectations of PP children
<b>C.</b>	Well-being and resilience
<b>D.</b>	Poor oracy

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

<b>E.</b>	Attendance
<b>F.</b>	Parent/home relationships (parental experiences of school)

#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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>B.</b>	The attainment gap between PP children and non-PP children to diminish.	Aim for no significant gap between PP and non-PP children in all year groups.
<b>C.</b>	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. Poor attendance to be monitored and supported by PSA and earlier intervention.
<b>D.</b>	Effective teaching of PP children.	100% or better child conversations/1-1 surveys 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.
<b>E.</b>	Children to become more resilient and have better well-being.	All children to report feeling happy and safe in school in 1-1 child surveys and parent meetings. Fewer negative dojo points and lunchtime incidents. Children who are focused and engaged in their learning during observations. There will be an improvement in the perception of verbal and physical bullying Children will be assertive and equipped for healthier relationships

#### 5. Planned expenditure

Academic year	2018/19			
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
PP children to make expected or better progress in reading, writing and maths.  The attainment gap between PP children and non-PP children to diminish.  Effective teaching of PP children.	Teachers in the classes with the greatest PP gap (as reviewed half-termly) to be released by a supply teacher one afternoon a week to work with PP children to address gaps in learning/pre-teach new content.	Gaps between PP and non-PP children diminished in the classes where this was used previously. 1- showed that PP children found working in a group or 1-1 with the class teacher helped them with the learning more so than working with other adults.  EEF: collaborative learning + 5mth feedback + 8mths; individualised instruction + 3mths; mastery learning + 5mths; small group tuition + 4mths	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.	SE/FQ plus relevant class teachers
<b>Outcomes of Mid-Year Review:</b> The gap between PP and non-PP children is diminishing in three classes (Y1,4 & 6) in reading. This is the same for writing where the gap is diminishing for Y4,5 & 6. The gap has decreased slightly in Y4 and Y6 for maths.				
Action: Continue to monitor the pupils in all year groups but especially R – Y2,3 and 5; W – Y1,2 and 3 and M – Y1,2,3 and 5.				
<b>Outcomes of End of Year Review:</b> Gaps have in all year groups in reading for PP children expect in Y1. NB – Year 1 class teacher was off on long term sick leave. In 2 classes the gap in attainment is less than one point and in the other four classes the attainment gap is 1.6 point difference or less. The narrowing gap may be on account of the increased raised awareness of who the PP children are. Also, what their gaps were. We also helped to improve attendance this had a positive impact on attainment and progress in reading – the children were in school and able to be taught.				

**Writing:** This is an area where we still need to focus for PP children. Whilst narrowing the gap in reading in most classes it was in only in Year 4 where the gap narrowed in writing. This highlights the need for some PP children to be targeted in their writing by additionally skilled (or the class teacher to have additional time with them). Also, we had a focus in school on reading with new initiatives and support for reading from Plymouth Albion (linked to Sports Premium).

**Maths:** In 4 classes the attainment gap between PP and NPP has decreased. In Year 2 there was no attainment gap between PP and NPP pupils. The reason for the increased gaps in Year 1 can be explained through long term absence. In Year 5 the attendance was poor and that has a greater impact on maths than reading because pupils will miss parts of a unit, unlike reading which is progressive.

**Total Planned Expenditure:** £  
**15,200**

#### **b. 1-1 Intervention - Academic**

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

#### **Outcomes of Mid-Year Review:**

**Total Planned Expenditure:** £

#### **c. 1-1 Intervention - Social**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
The attendance of PP children to rise in line with non-PP children.	Targeted children to have sessions with a learning mentor.	A significant number of pupil premium children have dealt with/are dealing with challenges at home or emotional/social barriers to	Children will be screened and a clear baseline established. For targeted children an action plan will be devised which will be monitored	NW

Children to become more resilient and have better well-being.		<p>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>EEF: social and emotional aspects of learning +4 mths; parental involvement +3 months</p>	regularly for impact between the learning mentor and the class teacher.	
<p><b>Outcomes of Mid-Year Review:</b> As a whole school % for PP children it is an improving picture – 95.3% (Spring 2 data). This is the case for PP children (based on Spring 2 data) in Y1,2,3,4,5 and 6. Especially for Y2, 4 and 6 where attendance is now over 96%</p> <p>45% of pupils who access the Learning Mentor are in receipt of pupil premium 75% of pupils who access other therapeutic support such as, a family support worker, FIP worker, drama therapist or counsellor are PP.</p> <p><b>Outcomes of End of Year Review:</b> By the end of the year the % difference in attendance between PP and NPP decreased. At the start of the year the difference in PP and NPP attendance was 1.7% (the PP being the lower figure). By the end of the year this difference was 1.3%. The attendance for PP pupils in Year 2 was greater than that of NPP pupils. Although there is a difference of 1.3% for PP vs NPP this is an improvement on the start of the year where the figure was 4.1%</p> <p>Implications : Ongoing focus on attendance and punctuality – continued support and challenge to parents. Use of MAST (FSW) to support the engagement of parents and pupils. Teachers growing awareness of the challenges at home and to be sensitive to the needs of families. Relationship policy – ongoing development of FRIENDS</p>				
<b>Total Planned Expenditure:</b>				<b>£5458</b>
<b>d. Group Intervention - Academic</b>				



Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
	See additional teaching staff section.			
<b>Outcomes of Mid-Year Review:</b>				
<b>Total Planned Expenditure:</b>				<b>£</b>
<b>e. Group Intervention - Social</b>				
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 and have better well-being.</p>	KS1 and KS2 Social Club at lunchtime supporting pupils with Communication / Emotional/behavioural difficulties and those in our Support Centre.	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.	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.	AM/VW  £3210
	Attendance at Military Kids Club (MKC) with other network schools. PSA to attend adult network meetings termly. Transport to Help the Heroes events.	To be able to meet with and identify with children in a similar situation. EEF: Social and emotional aspects of learning +4 months; parental involvement +3 months	Through pupil 1-1 surveys the children report positive experiences and impact on their learning.	AP
	Support for vulnerable families struggling to get pupils to regularly attend school and		Pupil conferencing and surveys before, during and	AP

	emotional support for parents as an ELSA trained TA (PSA).	PP children with historically poor attendance to be supported to come into school. Individual attendance support programmes worked last year and will now be rolled out sooner and for more pupils. Students 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	after the support group sessions will show the impact of this intervention. Parental surveys and meetings will show any impact on the children at home.	PSA - £4043
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**Outcomes of Mid-Year Review:** Pupil questionnaire to be completed during Summer Term. PSA regularly checking on and supporting families to get to school, including, transport, support for parents, food bank vouchers and TAMs/EHATs. Targeted children are encouraged to use Social Club at lunchtimes on given days. Leuven Scales show evidence of a baseline figure for engagement and well-being. Along with the Friends Resilience whole school work we are doing we are beginning to see an increase in resilience. Our Trauma Informed Schools HLTA – Emotionally available adult targets 7/11 (64%) pupils for ‘talk time’ and some more in depth work.

Action: Pupil questionnaire Summer Term

Leuven Scale Review- Summer Term

Social Club – Review of number of PP children that access over the Summer Term

**Outcomes of End of Year Review:** Leuven scale showed improvements (although the baseline results were quite positive initially) Social Club continued into the Summer Term and the PP children who accessed it felt it’s value. Children with Social communication and interaction difficulties were supported by skilled staff during lunchtimes (and playtimes). The impact of this might be seen as only impacting on a small number of PP children but they were children with high and complex needs.

<b>Total Planned Expenditure:</b>				<b>£7244</b>
<b>f. Learning Resources</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
PP children to make expected or better progress in reading, writing and maths.  The attainment gap between PP children and non-PP children to diminish.	Oracy project	PP children observed as having poorer vocabulary knowledge and weaker self-expressive language skills. We are in receipt for some funding for this project.  EEF: oral language interventions + 5mths	Oracy project leaders will monitor planning and outcomes in reading and writing for all pupils including those in receipt of PP funding.	LF/AL £1050
Effective teaching of PP children.  Children to become more resilient and have better well-being.	Improvements to digital technology in school          Books and development of a school library.	Parental meetings and child surveys indicated that children enjoy using technology and feel more motivated to engage when technology is available. Currently technology and Wi-Fi access is limited.  EEF: digital technology + 4mths  Reading is an area for whole school development and PP children performed significantly worse in reading	Parents and children will report greater experience of using digital technology in school and greater enjoyment in lessons. Observations will support this.          Diminished difference in reading attainment across cohorts. Children and parents	SE/magika £10,000          £10,000

	Music tuition	<p>in the Year 6 SATs tests. Parents reported children enjoying reading books/liking reading with their child at home/having a variety of books read to them in school.</p> <p>EEF: parental engagement + 3mths; phonics + 4mths</p> <p>Parents requested greater opportunities for their PP children to learn to play an instrument as their children have expressed an interest at home but they can't afford the tuition.</p> <p>EEF: arts participation + 2mths; parental engagement + 3mths</p>	<p>to report enjoying the new books and environment.</p> <p>Children and parents in their surveys and meetings to report enjoyment with learning to play an instrument. Observations to show children better able to focus in class.</p>	£4000
	FRIENDS Resilience	<p>Questionnaires, data and observations show a low level of emotional regulation and literacy. FRIENDS resilience is recognised by the World Health Organisation as an effective strategy in improving anxiety. (See below)</p>	<p>Child and parent questionnaires will show an improvement in the perception of verbal and physical bullying.</p> <p>Improved emotional wellbeing</p> <p>ARE will rise.</p>	£2000

**Outcomes of Mid-Year Review:** All teaching within lessons has improved 80% of lessons are typically 'good'. The monitoring of planning shows that PP children have been targeted. Due to infrastructure difficulties the 'improvements to digital technology' has been moved to Summer 2019. All classes now engage in half termly visits to the library. VIPERS is a whole school reading approach to support the vocabulary, inference, punctuation, empathy, retrieval skills of all children – we will continue to monitor the impact of this on PP children's data in the Summer Term. There is also an increased level of parental participation with support for reading and DEAR Wednesday when Foundation Stage children's parents come in and share books with their children. Qualitative data shows that our PP children are more able to talk about their feelings and self-regulation.

42% of pupils accessing Guitar Club are PP and 50% of Keyboard Club are PP.

Parent and child questionnaire will be completed in the Summer Term however, the most recent questionnaire suggests that the perception of bullying (as articulated by parents) has decreased compared with the 2018 questionnaire.

Action: Child and parent questionnaires – Summer Term  
Digital Technology to be enhanced after the infrastructure is made good.  
Continue to develop the resources and space for the school library.

**Outcomes of End Of Year Review:** Trips have been part of the curriculum for all year groups as immersion into the curriculum opportunities. Attendance of PP chn has been subsidised where needed to ensure that no child has had to miss out. Chn report that this has made them more excited about their learning and they are starting to use a wider range of vocabulary (possibly because of the enrichment experiences and discussions). The school library development is ongoing and the children are keen to access it when it is completed (By Christmas 2019).

Music tuition was subsidised and has given pupils and opportunity to learn an instrument during an after school club. FRIENDS has been embedded within the classrooms and in assemblies. It has had an impact on all pupils but it is beginning to show that some PP pupils are now better able to express themselves as a result of the 'direct' work.

<b>Total Planned Expenditure:</b>				<b>£16050</b>
<b>g. Staff Training</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>

<p>The attendance of PP children to rise in line with non-PP children.</p> <p>Children to become more resilient and have better well-being.</p>	<p>Purchase and training with the Friends Resilience programme for adults and pupils.</p>	<p>The programme is recommended by the World Health Organisation. A significant proportion of PP children have experienced at least one episode of trauma in their life and many are likely to go on to. These experiences can have a negative impact on their attendance as well as their well-being/ability to stay focused. The programme will equip them with the skills to identify what they feel and why and to come up with strategies to effectively manage what they are feeling.</p>	<p>All school adults will be trained in the programme before delivering it to pupils. Children will self-assess before and after. Children and parental surveys will report improved well-being.</p> <p>PP attendance will continue to increase to become greater than or equal to 96%.</p>	<p>RR (Already budgeted for above)</p>
	<p>Ownership of professional development through Iris Connect/video analysis</p>	<p>EEF: behaviour interventions + 3mths; social and emotional learning + 4mths</p> <p>Teachers can video their own practice and work with SLT and peer teachers in noticing and planning areas for further improvement</p>		<p>RR/MD £2100</p>

**Outcomes of Mid-Year Review:** Teachers, TAs and MTAs have engaged with Friends Resilience CPD. The programme has started to be taught/used within all year groups.

PP attendance is nearly at the target of 96% (95.3%) and continues to be monitored.

**Action:** Continue to monitor attendance to ensure it reaches 96% and begin to target/monitor punctuality in the Summer term.

We have commenced our Video Reflection CPD which is now in it's second cycle. Qualitative data suggests that Class Teachers have more awareness of their impact in the classroom – including use of voice, language (linked to our SDP main strands of language and well-being) and body language. As well as their level of questioning, use of scaffolding and wait time.

**Outcomes of End of Year Review:** Attendance was less than 1 % point away from our target of 96%. It was equivalent or greater than that in 3 classes. Teachers continue to reflect on their practice – adding in new objectives and foci from the 2019-20 SDP.

**Total Planned Expenditure: £2100**

#### **h. Enrichment/Raising Aspirations**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
PP children to make expected or better progress in reading, writing and maths.	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.	To practice and develop skills independently and also have opportunities to develop reasoning skills.	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.	CB/VOC/SLT £1000
The attainment gap between PP children and non-PP children to diminish.		EEF: mastery learning +5mths		
Effective teaching of PP children.	Subsidised trips and visits (linked to the 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	There is a greater sense of equality and inclusion in that the children are able to participate in visits, without any financial hardship.  EEF: Sports Participation + 2mths; Arts Participation + 2mths; outdoor Learning + 3mths	Children are able to participate in school visits. Through pupil conferencing the children report positive experiences and impact on their learning.	£1860

	access to theatre group and visitors in school. This experience is followed up in school.			
<p><b>Outcomes of Mid-Year Review:</b> PP children in Y3 and Y4 have participated in English G&amp;T days since Christmas.  <b>Action:</b> To ensure some KS1 pupils have the opportunity to access G&amp;T days in the Summer Term (subject to availability)</p> <p>All pupils have participated in 'immersion' educational visits and finances have not been a barrier.  <b>Action:</b> Children's questionnaire in the Summer Term – How have they found the trips? Have they supported their learning?</p> <p><b>Outcomes of End of Year Review:</b> Immersion activities supported enthusiasm and learning in the curriculum. It could be seen in their increased levels of oracy and ability to join in now.  Where there is a G &amp; T event we ensured that the pupils who were encouraged to go were PP.</p>				
<b>Total Planned Expenditure:</b>				<b>£2860</b>
<b>i. Home Support (e.g. breakfast club, EWO etc.)</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
<p>The attendance of PP children to rise in line with non-PP children.</p> <p>The attainment gap between PP children and non-PP children to diminish.</p> <p>Children to become more resilient and have better well-being.</p>	PSA to monitor PP attendance and, where necessary, phone families within 15 minutes of pupils not arriving at school; visit homes and provide additional support.	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. PP attendance remains below non	Whole school monitoring of attendance will continue with office staff and class teachers being made more aware of who to monitor more closely. Parents are contacted by the office staff /PSA immediately when absence recorded. There is a dedicated member of staff (PSA) with a responsibility for monitoring attendance. Termly meetings	AP £already budgeted for above



	<p>PP with some key pupils being responsible for this difference.</p>	<p>with the Education Welfare Officer to take place and children/families who are causing concern. Attendance of PP pupils to rise to 96%. Individuals with poor attendance last year to have improved attendance this year.</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>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>EEF: Social and Emotional aspects of learning +4mths; individualised instruction +2mths; parental involvement +3mths</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>AP £500 for refreshments/travel</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>This will provide a firm foundation for targeted children to be ready to learn and set for the day. Numbers increased over last year and children reported enjoying the club and the food in their surveys.</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>KT/TW £1348</p>

	Multi-agency support (MAST) for vulnerable pupils and their families, includes learning mentors, therapists, counsellors, family support workers and EP.	Targeted support in place for targeted individual children. They feel more secure and confident and are able to manage their emotions more readily. Numerous successful examples from last year including the award of an EHCP and improved attendance.	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.	GB/teachers as required (Already budgeted above)
<p><b>Outcomes of Mid-Year Review:</b> Letters were sent by the last Office manager to PP families to offer a subsidised breakfast club, parents are also offered support with after school club costs should they need it.</p> <p>Action – PP champion to chase up the uptake of this offer and re-offer if it is felt it might benefit PP children.</p> <p>PSA offers personalised support on a case by case basis. The PSA part of the website is regularly updated with signposting to groups/activities for the parents and their children (including holiday clubs). The PSA has arranged additional support for families around short breaks –CHICKS holidays for their children and enrichment activities such as 'Clay Art' pottery sessions. She also supports families to access food banks/medical care and financial support. Where there has been a tenancy issue the PSA has also supported these families – as well as being an integral part of EHATs.</p> <p>MAST – Ongoing work. They share Outcome Stars with SENCo which is then disseminated as appropriate with staff/parents. Where MAST have been involved with families they report a positive impact within the home, regarding routines, expectations and relationships.</p> <p><b>Outcomes of End of Year Review:</b> Please see above – still relevant</p>				
<b>Total Planned Expenditure:</b>				<b>£ 1848</b>

<b>j. Other, not captured by any of the above</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
<p>Effective teaching of PP children.</p> <p>Children to become more resilient and have better well-being.</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 still 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>EEF: 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 £7600</p>
<p><b>Outcomes of Mid-Year Review:</b> This has been ongoing work by the SENCo and all children who need a referral to an outside agency, GP, medical/mental health team have all been referred. The SENCo monitors the PP/SEN pupil's progress half termly and reports the information back to SLT/governors. A lot of the SENCo time in Spring Term has been spent on designing and implementing personalised programmes of support for 3 pupils who are PP and also who exhibit complex needs. Time has been spent training up Key Worker staff and supporting them with the emotional challenges that often show themselves.</p> <p>Action: SENCo to monitor punctuality as well as attendance for PP/SEN pupils and to take action/support families where necessary. SENCo to monitor progress and attainment distinctly for those pupils where there is an overlap of PP/SEN.</p> <p><b>Outcomes from End of Year Review:</b> SENCo followed up action above and punctuality and attendance did improve. Lots of time was supporting PP chn with SEMH and their families – this also included referrals to outside agencies as appropriate.</p>				

<b>Total Planned Expenditure:</b>	<b>£7600</b>
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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.