

**PUPIL PREMIUM STRATEGY SPENDING REPORT 2016 -2017**

<b>1. Review of expenditure</b>				
<b>Previous Academic</b>		<b>2016 – 2017 £68540</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
Two bridge the gap with pupils' attainment in Literacy and Maths	Four members of staff attended Catch up Literacy and Numeracy programme training.	Staff are trained to implement catch up intervention. Intervention trailed with pupil with some pupils making accelerated progress, 2 years increase with reading age.	Continue with the programme. Ensure tracking of progress is monitored more closely. Ensure that the programme runs consistently. To monitor carefully if the children selected for the programme are emotionally ready for the intensity of the intervention. Some pupils in trail sessions were not ready to emotionally ready to access interventions.	Cost of training and resources = £1,790  Cost of TAs cost (3) = 1.5hr per pupil x10 = £13500 <b>Total = £15290</b>
To develop and improve the pupil's communication skills.	Lego therapy training to develop communication skills. Regular meetings between staff and SALT to discuss and evaluate strategies and interventions put in place.	Improving communication skills through lego therapy. Pupils also learning to work co-operatively and manage feelings when things do not go their way. Greater understanding of the suggested interventions and strategies for supporting pupil with communication.	Further develop the use of lego therapy in class. The training came towards the end of term, so opportunity was limited.  Meetings were with SALT from NHS, however as there is a reduction in time available from the service, we may have to consider investing further in this area.	Lego Therapy training <b>=£133</b>
To support pupils within the school environment.	Additional support, in particular with pastoral support.	Reduction in the amount of time the class teacher spends outside the classroom, allowing them to continue with teaching. Class based teaching assistants able to focus on supporting pupils who are emotionally ready to learn. Particular progress with Year 6 SATs due to change in teaching structure within class and booster sessions.	Change to the school structure to reduce the number of lessons being disrupted by pupils who are emotionally not ready to access learning. Importance of high expectations balanced with supporting emotional needs.	Pastoral support within school <b>=£16702</b>
Improved use of assessment to raise standards of teaching and level of attainment of pupils.	Investment in BSquared software.	Increased use of assessment to monitor and plan high quality lessons. Improved SAT results.	Need for increased moderation, especially with inexperienced staff. Importance of raising expectations.	Bsquared software <b>=£360</b>

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Individual provision for pupils to support SEMH needs. The aim of these sessions is to allow pupils to work through problems that might be affecting academic progress.	Range of therapies offered to pupils, including art, music, play therapy and drumming sessions	See individual reports from therapy teachers. Improved QCA scores from both parents and staff. Overall the children enjoy attending the sessions and there is some improvement	We will continue and extend the level of therapy available to our pupils. For many the level and complexity of emotional need impacts on their academic progress. Without offering long-term opportunities to work through problems, their academic progress will continue to be hampered.	Play therapy =£20920 Music, OT, SALT =£8425  Art therapy =£5915  Drums = £604  <b>TOTAL=£35260</b>
To increase professional network, in order to access latest information for supporting pupils.	Join OXSIT and attend conference on Diminishing The Difference	Greater understanding of resources available. Change to using reporting format for Pupil Premium.	Importance of maintaining up to date with interventions and strategies available through networking. Put into place a Pupil Premium co-ordinator to oversee the use of Pupil Premium funding.	OXSIT conference = £200  OXSIT network and resources =£270  <b>Total = £470</b>
Support families and pupils outside of school.	Pupils opportunity to be supported by 180.	Access to educational visits and mentoring during the school holidays. Family and pupil continue to be supported during the holiday.	It is essential that pupils are supported outside the school environment. This is a strategy that we will continue to develop to support school attendance and the emotional well-being of our pupils.	<b>Total cost =£325</b>

## 2. Additional detail

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