

How will Pupil Premium money be spent in 2017-18? (Review)

Number of pupils eligible:	34 (Including one LAC)
Total Pupil Premium grant received:	£44,880

Identified Barriers to Educational Achievement for children within this group:

- Attendance -particularly late arrival and unauthorised absence
- Attachment disorder is a significant barrier for some children within this group
- A number of the pupils eligible for PPG also have identified SEN including cognition and learning
- Social and emotional skills necessary to support successful learning lacking e.g. self -efficacy, self- regulation
- Limited language development
- Limited vocabulary

Key Areas of Expenditure

Area of spend	Focus	Total allocation
Staff training in understanding attachment	Social and emotional well -being for learning	£740
Elklan training for Teaching assistants	SLCN	£942
Professional development and training focussed on supporting pupils to overcome a wide range of barriers to learning	Social and emotional well-being for learning, access to learning	£4024
One to One time for pupils in EYFS accessing talk time daily	SLCN and social and emotional well-being	£1134
Small group time twice weekly for pupils accessing Talking Tables in EYFS	SLCN, social and emotional well –being	£445
One to One support for pupils with emotional social and behavioural difficulties in KS1 and 2	Social and emotional well-being for learning	£10,230

Small group and one to one support for pupils in Y6 to build confidence to cope with SATs and prepare for Secondary education	Mental well-being, maths, writing and reading	£297
Time for Assistant Head with responsibility for inclusion to meet with families of vulnerable pupils to plan provision, access multi-agency support and review impact	Parental engagement, safeguarding, pupil well-being and access to learning	£6150
Partial funding of electronic safeguarding, behaviour and attendance recording system	Safeguarding, pupil well being	£269
Time for SLT to meet to discuss vulnerable pupils and to attend relevant core groups and review meetings	Safeguarding , pupil well being	£1307
Lunchtime provision for vulnerable pupils as needed (part funding of nurture facility-Learning Lounge)	Support for learning, social and emotional well-being	£1778
Part fund in class support for vulnerable pupils in all Key Stages	Access to learning, developing positive attitudes to learning and social and emotional well-being	£7175
Part fund small group interventions across all Key Stages	Maths, English , SLCN, physical development, cognitive behaviour therapy, social and emotional well-being, managing feelings and behaviour	£1422
Partially and where needed fully funding visits and extra curricula activities including music lessons for pupils eligible for PPG	Enrichment for personal development including social and emotional well-being , access to learning	£2147

Area of spend	Intended outcomes	Actions
Staff training in attachment	<ul style="list-style-type: none"> • Staff to understand how attachment can affect pupils ability to access learning • Staff to have understanding and strategies to tailor provision to support pupils with attachment disorders to access learning 	<ul style="list-style-type: none"> • Provide initial training • Plan professional development to build on training • Monitor then evaluate impact of training and development of provision
<p>Review: LAC designated teacher and one teaching assistant received initial training. This has enabled a pupil to be successfully supported – reducing the number of fixed term exclusions for this pupil and enabling them to access more learning. This pupil attained at Greater Depth in reading and attained the expected standard in maths and writing and end of Key Stage. This area of development is to be continued in 2018-19 with training booked for all staff over two PD days with gap tasks between.</p>		
ELKLAN training for Teaching assistants	<ul style="list-style-type: none"> • Two TAs are trained • TAs work across school to provided intervention and support for pupils with SLCN difficulties 	<ul style="list-style-type: none"> • Provide initial training • Identify pupils for support and intervention • SENco to work with TAs and staff to plan provision • Implement provision • Monitor and evaluate the impact of the provision
<p>Review: Two TAs are now trained and have supported pupils across the school including those eligible for PPG to develop language skills. Progress for this group in EYFS was rapid.</p>		
Professional development for staff on supporting pupils to overcome barriers to learning	<ul style="list-style-type: none"> • SLT training in developing learner resilience • SLT training supporting emotional and social development and mental health throughout the day • Staff deepen their understanding of potential barriers and how to identify these • Staff build confidence in providing appropriate learning opportunities and adapting the school environment to support pupils to overcome these barriers • Provision for pupils including at lunchtimes and breaktimes supports a wide range of needs 	<ul style="list-style-type: none"> • Review and develop an agreed understanding of: learning , progress in learning and provision • Using agreed definitions review feedback cycle • Implement revised elements of feedback cycle • Monitor and evaluate impact on pupils attitudes to and understanding of learning • Provided training in understanding and supporting pupils within the Autistic spectrum, with SLCN difficulties and with other processing difficulties • Work with all staff and pupils to develop structures for break and lunchtimes that support a wide range of pupils to develop socially and emotionally

<p>Review: Training has been provided and there is evidence of more awareness of how to support pupils to overcome barriers. This needs to be embedded over 2018-19. More work is needed on feedback to ensure it does not add to workload unnecessarily but is effective.</p>		
<p>One to one talk time for identified pupils in EYFS Small group "Talk Tables" in EYFS</p>	<ul style="list-style-type: none"> • Support the development of receptive and expressive language to improve access to learning • Support development in Prime area of PSE • Support development of positive attitudes to learning 	<ul style="list-style-type: none"> • Training for staff in approaches • Provision in place in for target children • Evaluate impact of provision and adjust as needed
<p>This work was successful in enabling all PPG in children EYFS to make rapid progress across the year and develop confidence as learners. Work to continue over next year extending into Year 1.</p>		
<p>One to one and small group support for social, emotional and behavioural development</p>	<ul style="list-style-type: none"> • Pupils to develop skills and understanding needed to build positive attitudes to learning • Pupils able to access the full curriculum with increasing independence • Pupils mental health is supported 	<ul style="list-style-type: none"> • Provision in place for identified pupils • Provision reviewed and adjusted half termly
<p>These approaches were partially successful. Evaluation has shown that more training is needed in this area – particularly around supporting pupils with underlying attachment difficulties.</p>		
<p>Small group intervention for Y6</p>	<ul style="list-style-type: none"> • Pupils have the necessary confidence as learners to not be adversely affected by external tests • Pupils attitudes to learning are more positive • Pupils feel ready for secondary education 	<ul style="list-style-type: none"> • Pupils needs identified • Provision in place • Provision impact reviewed half termly and adjusted as needed
<p>Review: All of the PPG eligible pupils met the expected standard for reading and writing at the end of KS2. 2 did not reach the expected standard in maths. For one of these pupils who was working securely at the expected in class it was clear that their poor emotional and mental health impacted on their ability to cope with the tests in maths. This has led us to continue with developing staff understanding of attachment difficulties and how to support pupils with these difficulties.</p>		
<p>Time for SLT to work with vulnerable families, to review and adjust provision, to complete safeguarding actions and partial funding of electronic recording system</p>	<ul style="list-style-type: none"> • Tracking of chronologies shows that school is timely in its response and actions 	<ul style="list-style-type: none"> • System implemented • Staff trained • Time allocated for SLT updates • Time/ funding allocated for family support

<p>Review: the introduction of an electronic recording system and other improvements to procedures has meant that response and actions are timely and having greater impact.</p>		
Lunchtime provision	<ul style="list-style-type: none"> • Pupils feel school is safe and enjoy school more • Pupils are able to build relationships with trusted adult • Pupils develop social and emotional skills • Pupils mental health is supported 	<ul style="list-style-type: none"> • Pupils who may benefit from lunchtime provision identified • Provision in place • Impact of provision is evaluated
<p>Review: Lunchtime support in enabled a range of vulnerable pupils including those eligible for the PPG to enjoy school more and settle into afternoon lessons ready to learn. It also provided an avenue for some pupils to develop a relationship that gave them an outlet for worries and concerns enabling us to work more effectively with some families.</p>		
Part funding in class support	<ul style="list-style-type: none"> • Pupils able to access learning • Pupils make progress in learning and develop as learners 	<ul style="list-style-type: none"> • Pupils needs identified • Provision in class planned as needed • Provision in place • Impact evaluated through Pupil Progress meetings
<p>Review: Staff training over the year improved the quality of provision and half termly evaluations became sharper with more measurable targets. Targets were still sometimes too broad and therefore unachievable leading to lack of motivation for PPG pupils. Also not all teaching learning about supporting a range of needs was embedded and not all staff used the learning around the impact of mixed attainment groupings and more open tasks consistently.</p>		
Part funding small group interventions	<ul style="list-style-type: none"> • Pupils make progress in identified areas • Pupils are making progress similar to those with the same starting points 	<ul style="list-style-type: none"> • Pupils needs identified • Provision is planned as needed • Provision in place • Impact evaluated through Pupil Progress meetings
<p>Review: Identification of needs and quality of target setting improved over the year. Pupil progress meetings were purposeful but sight was lost of targets sometimes in the interim. This year team meetings will pick up on targets at a fortnightly level.</p>		
Funding for extra curricula provision and to support access to visits	<ul style="list-style-type: none"> • Pupils are able to access a wide range of extra curricula activities including music lessons and residential visits • Enrichment activities for individuals are provided where needed supporting positive learning attitudes 	<ul style="list-style-type: none"> • Possible funding needs identified • Parents/ carers contacted to see if support needed

Review: Additional funding enabled all children to access all activities. Parents and carers generally welcomed the offer of support and the access it provided.