



Pupil Premium Strategy 2017/2018

Summary Information					
Total number of pupils	434	Number of pupils eligible for PP	192	Total PP budget	£229,985

Attainment End							
	July 2016		July 2017		July 2018		July 2019
	PP (our school)	Not-PP (national)	PP (our school)	Not-pp (National)	PP (our school)	Not PP (National)	Predictions (our school)
KS2 % achieving in read, write and maths	60%	65%	59%	67%	52%	61%	PP-80% Non-PP-80%
KS2 Reading Achievement	1.68		-0.33	0.33	56% Progress -5.08	71%	PP-80% Non-PP-80%
KS2 Writing Achievement	5.84		0.90	0.17	81% Progress 1.81	76%	PP-83% Non-PP-80%
KS2 Mathematics Achievement	0.73		0.86	018	70% Progress -2.17	75%	PP-83% Non-PP- 80%
KS1 % achieving in read, write and maths					75%	64%	PP -70% Non-PP 77%
KS1 Reading Achievement/Attainment	83%	78%	62%	76%	75%	76%	PP – 70% Non- PP – 76%
KS1 Writing Achievement/Attainment	66%	70%	62%	68%	75%	68%	PP- 70% Non-PP- 76%
KS1 Mathematics Achievement/Attainment	83%	77%	69%	75%	75%	75%	PP- 88% Non-PP- 86%



Pupil Premium Strategy 2017/2018

Barriers to future attainment (for pupils eligible for PP, including high ability)		
In - school barriers <i>(issues to be addressed in schools, through teaching and learning processes and support system)</i>		
A.	Pupils eligible for pupil premium lack basic foundational skills such as counting, recognition of numbers and vocabulary for communication	
B.	A good number of our PP pupils demonstrate limitations in their experiences and knowledge of the world (societal norms).	
C.	In lower and upper key stage 2, pupils eligible for pupil premium have greater difficulty demonstrating resilience across their learning in lessons and tests.	
D.	Aspirations are inhibited by limited experiences of the world.	
E.	Strong correlation of SEND and PP pupils across the school	
F.	Emerging trends in pupils and parent mental health	
External barriers <i>(issues which also require action outside school such as low attendance rates)</i>		
F.	The school seeks to support all families, including those with children eligible for pupil premium, with home routines, engagement with school, developing parents as active participants in their children's learning and empowering them to eliminate social and cultural inhibiting barriers to their children's development.	
G.	Foster a coordinated and partnership approach to the teaching and development of pupils' social and mental health, facilitating partnerships with organisations which promote children and family's well-being.	
Desired Outcomes		
The school has high aspirations for the progress of all disadvantaged pupils and we evaluate the effectiveness of all our approaches by juxtaposing the attainment of our disadvantaged pupils with that of non-disadvantaged pupils, continually reviewing and closing the gap (if any) in their attainment. In addition, we also measure the performance of our disadvantaged pupils against the national average for all disadvantaged pupils.		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupil premium pupils will show comparable in-year progress to their peers.	In-year progress tracking will show narrowing gap achievement for disadvantaged against non-disadvantaged pupils.
B.	Teachers are clear on the overlap between SEND and PP and will adjust planning, design interventions and build support to target needs of pupils. Quality teaching in the classroom, will incorporate needs and provide all pupils with opportunities to thrive in their learning.	Discussions in progress meeting and evaluation of Interventions show provision for disadvantaged, disadvantaged/SEND, and SEND. Tracking these pupils will show the impact of planning, provisions, teaching and interventions on their learning progress and outcomes.
C.	Access to in-school SALT is timely, widened and monitored effectively to ensure pupils make progress in their communication skills.	Pupils will grow in confidence, increase in their communication/social skills and SALT termly reviews will report on impact of provision on progress.
D.	Learning outcomes for pupil premium pupils are further enhanced through targeted home learning activities and home supported learning practices. Families will be familiar with school's approach to teaching and learning.	Disadvantaged pupils and families will access and consistently engage with targeted activities aimed at enhancing their attainment both at school and at home. Independent learning both at school and home is further developed.
E.	Aspirations for learning are thoroughly promoted for both pupils and children through a range of inspirational activities and events.	Pupils will become ambitious in their performance, demonstrating confidence in their learning and sustained commitment to a purpose/target. Pupils will set high standards of attainment and be motivated to achieve, becoming aspirational.
F.	Continuity of quality and targeted support for high performing disadvantaged pupils who attained high KS1 results to ensure consistency in progress and attainment in KS2.	Rise in percentage of pupils maintaining high grades from KS1 test scores (attainment). Gap between high performing disadvantaged pupils and high performing non-disadvantaged pupils will narrow.



Pupil Premium Strategy 2017/2018

Planned Expenditure					
Academic year 2017-2018					
The three headings below enable school to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and deploy whole school strategies to support outcomes of pupils.					
i Quality of teaching for all - using data analysis to inform, content and approach to teaching					
Desired outcome	Chosen action/approach	Evidence or rationale for this choice	How will you ensure it is implemented well?	Staff lead	Monitoring
<p>Increase in number of disadvantaged pupils demonstrating strong reading comprehension skills in test conditions.</p> <p>Increase in % of disadvantage pupils on track to make expected progress in reading.</p> <p>Gap in attainment between disadvantaged and non-disadvantaged pupils will close.</p> <p>Disadvantaged pupils on track to make expected progress will receive support to work at Greater depth within expected standard in reading.</p> <p>Continuous comparable in - year progress of disadvantaged pupils, demonstrating narrowing of the gap between disadvantaged pupils and non-disadvantaged.</p>	<p>Disadvantaged pupils will receive high quality learning opportunities in the classroom, including support from additional Teaching Assistants in class.</p> <p>Ratio of adults to pupils allows for feedback and spot teaching enabling pupils to make exceptional progress within lessons.</p> <p>Ratio of adults to pupils allows for additional daily reading session for each disadvantaged pupil.</p> <p>CPD will enable teachers to explore and apply effective approach to teaching key reading skills.</p> <p>In-year data will enable teachers to target specific pupils or groups for additional support, including clearer understanding of their needs.</p>	<p>Our pupils are demonstrating very strong mathematical skills; however, this strength is not being seen in English.</p> <p>Our most able pupils while demonstrating extensive knowledge in maths, even with the most challenging tasks struggle with articulating responses to comprehension questions in English.</p> <p>Culture of internet games prevents our pupil from reading extensively at home.</p> <p>In 2016 the results indicated a gap in the English results for the Disadvantaged pupils particularly in the key stage 2 tests.</p> <p>The aim of this additional level of intervention is aimed at addressing any gaps as identified by current data sets.</p> <p>Pupils with GDS in KS1 result were not necessarily converting into GDS at the end of KS2 tests.</p> <p>Attainment for disadvantaged boys and girls were similar at EXS, however at GDS boys outperformed girls.</p>	<p>School discusses guided reading / whole class reading with Literacy Lead.</p> <p>Purchase of challenging reading texts for whole class reading and English lessons.</p> <p>Shared practice in the implementation of Socratic dialogue to promote depth in understanding.</p> <p>CPD for teachers from LA consultants in Spring 2018 to further equip them to promote successful reading skills.</p> <p>Monitoring in summer term will focus on the use of successful strategies in whole class reading sessions and this will lead to sharing of good practice in summer.</p> <p>Discussions and targets set in pupil progress meetings.</p>	<p>Lit. Lead.</p> <p>HoS</p> <p>DHoS</p> <p>SENDco</p>	<p>Termly: first update after pupil progress meetings at start of spring term.</p> <p>Analyse in-year progress of disadvantaged pupils to ensure they are on track to achieve set target.</p> <p>Evaluation of Intervention.</p> <p>Tracking of evaluation and impact through Narrowing the gap (NTG)</p>
Budget	Additional year 6 teacher £27,356 (Autumn- Spring) Additional maths 1:1 teacher: £27,800				



Pupil Premium Strategy 2017/2018

ii Targeted support					
Desired outcome	Chosen action/approach	What is the evidence or rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Monitoring
<p>Provision for disadvantaged pupils is well developed across all year groups and seen in lessons.</p> <p>Procedures for identifying pupils' needs are thorough and holistic.</p> <p>Measurable targets are set following discussions at progress (NTG) meetings.</p> <p>Disadvantaged pupils have access to targeted support based on needs identified within learning enriched classroom.</p> <p>Interventions are well planned, timed, targeted at specific area and consistently measured for impact.</p>	<p>Quality teaching to incorporate the needs of all pupils within the classroom.</p> <p>Specialist reading Teaching Assistant in KSI, adopted from Beanstalk reading group, to boost reading skills in year 2.</p> <p>Reading Recovery - Early intervention catch-up programme for year 1.</p> <p>Early diagnostic to identify needs and match to timely support in the Early years.</p> <p>In-house SALT specialist Teaching Assistant to deliver early support for Foundation stage pupils with additional focus on EAL/new to school/country.</p> <p>Maths Support teacher- Year 6, to focus on the development of core calculation skills.</p>	<p>In previous years, targeted children were identified for the beanstalk reading programme twice a week. This led to good progress and increase in attainment for most of these pupils.</p> <p>It is felt that by ensuring consistency and moving this resource to a new post of Specialist reading Teaching Assistant it will impact on more children across Key stage 1, moving the focus to a whole year group impact and not just individual impact targeting specific children.</p> <p>It is also important that the pupils who received this support continue to have it in year 2, until they become independent and confident readers.</p> <p>It is envisaged that this will include (but not limited to) SENDCo and Parenting Officer. This will give a holistic overview of support to children individually.</p> <p>Ensuring a good foundation is laid as pupils begin to tackle the more demanding reasoning problems in year 6.</p>	<p>Evaluation of provisions in Narrowing the gap juxtaposed with intervention time table.</p> <p>Drop-ins and monitoring of consistency of sessions.</p> <p>Intervention will be designed by teachers to match specific target and monitored for delivery/impact.</p> <p>Phase team leaders will further monitor impact through meetings and analysis of data with DHOs.</p> <p>Performance management of TAs will include analysis of performance of pupils they are supporting.</p> <p>Provision (including timetable) will be reviewed regularly.</p> <p>Targets on attainment and progress of disadvantaged pupils will be built into performance management for teachers.</p>	<p>HoS</p> <p>DHoS</p> <p>SENDco</p> <p>PTLs</p>	<p>Termly: Analyse in-year progress of PP pupils to ensure they are on track to achieve set target.</p> <p>Evaluation of Intervention.</p> <p>Tracking of evaluation and impact through Narrowing the gap (NTG)</p>
<p>1:1 and small group targeted support will continue. This will ensure that those on the cusp of working at expected standard will meet expectation, most especially in year 2 and 6.</p> <p>3rd Teaching assistants to deliver precise Pre & Post Teach interventions to enable pupils to access learning in classroom settings.</p>	<ul style="list-style-type: none"> In house tutoring (1:1) targeted interventions TA phonics support delivered by additional Teaching Assistants Yr 2 & 6 weekly Booster sessions and in the Easter holiday. 	<p>We have a range of targeted support and this has been adjusted to meet the demands of the new national curriculum.</p> <p>Over the last three years, pupils eligible for pupil premium have achieved well at the expected standard.</p> <p>Our predictions for 2017/2018 show this to be true for this year. To achieve these predictions, we need to ensure that targeted support is available for individual pupils on the cusp of expected standard.</p>	<p>DHoS will track, analyse and monitor progress of pupils receiving targeted support.</p> <p>Robust assessment and effective planning to ensure targeted support is focussed.</p>	<p>HoS</p> <p>DHoS</p> <p>SENDco</p> <p>PTLs</p>	<p>Termly: first update after pupil progress meetings at start of spring term.</p>



Pupil Premium Strategy 2017/2018

<p>Teachers to understand the overlap of SEND and PP pupils.</p> <p>This will ensure that disadvantaged pupils who are not SEND have direct access to appropriate support and that this will lead to good progress and better attainment for these pupils.</p> <p>Progress of disadvantaged pupils who are not SEND will be similar to those of non-disadvantaged pupils.</p>	<p>Time allocated in directed staff meetings to analyse SEND/disadvantaged pupils overlap on a class and phase level.</p> <p>Discussions in pupil progress meetings to focus on attainment of these groups.</p> <p>Extra time for Educational psychologist. to work with both pupils and teachers, exemplifying strategies which could be deployed to meet the needs of pupils in classroom settings.</p> <p>CPD to develop teachers understanding of the needs of SEND pupils, distinguishing between their needs and that of disadvantaged pupils.</p> <p>Timely feedback on Intervention tracking and evaluation of impact.</p>	<p>The achievement of pupils eligible for pupil premium has been improving over the last three years (see internal data).</p> <p>It has been noted that there are some SEND pupils who are also eligible for PP funding. Pupils in this category make good progress but their attainment is not as high as their peers</p> <p>Whilst the school is aspirational for the attainment of all pupils we want to develop our understanding of the link and impact of SEND on some of our pupils who are eligible for PP funding.</p> <p>The school will look at evaluating provisions and attainment of these pupils, defining it within the parameters which gives due consideration to their needs.</p>	<p>Through progress meetings, HoS will evaluate how teachers are showing their understanding of the individual needs of the children in their class.</p> <p>Progress of pupils eligible for pupil premium funding will be evaluated looking at the SEND disadvantaged group at the end of each term.</p> <p>Teachers will be given in-depth details of SEND information on all pupils with regular updates from SENDco.</p> <p>Regular meetings and input at from SENDco.</p> <p>Coordinated communication will be established with teacher and other SENDco team members to ensure a robust support system.</p>	<p>HoS</p> <p>DHoS</p> <p>SENDco</p> <p>PTLs</p>	<p>Termly: first update after pupil progress meetings at start of spring term.</p>
<p>Budget Specialist reading Teaching Assistant from Beanstalk £16,500; Y6 Booster £2,000; Reading Recovery Support £57, 190</p>					

<p>iii Other approaches</p>					
<p>Communication difficulties that need extra SALT input.</p> <p>This will support pupils with their spoken communication and will help them widen their vocabulary use.</p>	<p>Increase in the number of disadvantaged pupils experiencing communication difficulties at the Foundation stage and in-year admissions of pupils who have newly arrived in the country makes a lot of demand on our in-house SALT support. To meet the growing needs, the school has purchased extra support from the OXLEAS SALT team This will include specific sessions for non-English speaking new arrivals to the country/school.</p>	<p>The school has found that the input from OXLEAS has been very useful both in terms of direct work with children and the consultancy sessions that the therapist offers to parents and sometimes, members of staff. We want to extend this to ensure that our younger pupils (nursery and early reception) have access to SALT.</p> <p>We would like to offer support to our pupils as soon as it is possible to ensure that we remove barriers to their learning. Developing communication skills in early years is key to this.</p>	<p>SENDCo and PTLs will monitor both the provision and the impact.</p> <p>Phase team leaders will liaise with SENDCo to confirm areas of training that the therapist can offer.</p> <p>Inclusion team meetings/referrals</p>	<p>SENDCo</p> <p>PTLs</p> <p>DHoS</p> <p>HoS</p>	<p>Termly through SALT reports and SENDCo evaluation.</p>



Pupil Premium Strategy 2017/2018

<p>Low attendance and late punctuality of pupil premium pupils will be challenged and improved.</p> <p>Punctuality will ensure that pupils have a positive start to the school day and prepare them for in-depth engagement in learning. 100 % percent.</p> <p>Regular attendance will promote consistency in learning and progression in attainment.</p>	<p>We support attendance by offering termly rewards and celebration vouchers to our pupils who achieve 100% attendance. This system is to boost our pupils' enthusiasm for learning and school attendance.</p> <p>Correlations between attendance and attainment will always be emphasised at parents meeting.</p> <p>Attendance and parenting officers supports families, giving advice on habits which promote active learning and regular attendance.</p> <p>Breakfast club to promote regular school attendance and punctuality for parents who work</p>	<p>The school recognises that poor attendance is a barrier to educational attainment. This is shown through internal data.</p> <p>We have good evidence to show positive impact on individual pupils but this remains a focus as different families need support at different times. Absences will be followed up daily with a phone call by the school based attendance officers.</p> <p>Families struggling with personal circumstances which is impacting on attendance of pupils will be offered necessary assistance through the school parenting officer and other members of staff.</p> <p>Parents are aware that phone calls must be made to report absences induced by illness and where absences have accrued as a result of illness, schools will continue to be supportive of pupil's learning</p>	<p>DHoS will liaise with attendance officer to monitor and promote attendance with focus on vulnerable and disadvantaged pupils.</p> <p>Importance of regular attendance will be reiterated at parents' meetings and consultations.</p> <p>HoS/DHoS will review actions in half termly meetings.</p> <p>Attendance at early morning booster was boosted as a result of offering siblings' opportunities to attend breakfast clubs.</p>	<p>Attendance Advisory officer</p> <p>DHoS</p> <p>HoS</p> <p>/EHT</p>	<p>Half termly meetings with update in end of term leadership report</p>
<p>Mental wellbeing support is in place both at school level and through CAHMS (support agency)</p> <p>This will ensure pupils develop emotional resilience and a range of skills to tackle challenging tasks or situations they may be experiencing.</p>	<p>This includes Counselling, Music therapy and Play therapy for some of our SEND/disadvantaged group.</p> <p>Counselling support is often extended to parents</p>	<p>We know that children who need access to emotional support are not always able to access it. We ensure that we can offer strong, in-house support and our commissioned CAMHS service ensures we have access to Tier 3 emotional support.</p> <p>Our parenting officer also runs parents classes regularly to support vulnerable families emotionally, socially and sometimes economically.</p>	<p>HoS/DHoS will review actions in half termly meetings.</p> <p>Termly report from Parenting Officer</p>	<p>SENDCo</p> <p>DHoS</p> <p>HoS</p>	<p>TAC meetings and feedback meetings with CAHMS. Referrals and reports from Parenting Officer</p>
<p>Disadvantaged pupils will receive a rich curriculum leading to wider opportunities and academic attainment.</p>	<p>Subsidised places are available for pupils eligible for PP funding for Science clubs, cooking clubs, art clubs and music lessons.</p>	<p>The school continues to offer support for clubs and music lessons to all pupils. We know that some pupils would not receive this enrichment if the school could not support the cost.</p>	<p>Review of attendance at clubs and music ensuring that financial situations do not inhibit pupils' engagement.</p> <p>Participation in curriculum enrichment activities by disadvantaged pupils provided through subsidized funding.</p>	<p>PTLs, DHoS & HoS</p>	<p>Termly club register and attendance analysis</p>
<p>Budget</p>	<p>BUDGET: SALT £18,983; SALT In-house £10,000; Parenting Officer- Genesis-£17,417; wider experiences (clubs/music/trips) £15,000; Outreach £4,000; Additional TA Support across classes (3rd TAs) £161,916,</p>				



Pupil Premium Strategy 2017/2018

Review of Expenditure				
Previous Academic Year 2016/2017 Review				
i. Quality of teaching for all.				
Desired Outcome	Chosen action or approach.	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lesson learned (and whether you will continue this approach)	Cost.
<p>Pupils eligible for PP funding achieve well when compared to their national peers.</p> <p>Gap between disadvantaged pupils and non-disadvantaged pupils to narrow.</p> <p>Performance in national tests to reflect similarity in outcomes for disadvantaged & non-disadvantaged pupils.</p>	<p>Quality and targeted teaching informed by data analysis and the needs of pupils.</p> <p>In 2016/17 we increased number of TAs in both year 2 and year 6 to help pupils with the increasing demand of the SATs test.</p> <p>Additional Teaching Assistants across the school, to ensure good coverage, spot teaching and progress of pupils within a learning enriched classroom.</p> <p>TAs are released to run additional intervention groups in the afternoons.</p> <p>2 Additional Teaching Assistants in years 2&6 to focus more on pupils on the cusp.</p> <p>Tutoring and booster classes. Targeted Support -1:1 maths teacher</p>	<p>Internal data shows that pupils eligible for pupil premium funding made comparable progress to their peers.</p> <p>The impact on few approaches on the KS2 results was not as strong as in previous years.</p> <p>Analysis of these results shows that there was a group of pupils who did not fully access the reading test. This has impacted on the overall progress score.</p> <p>The progress scores from KS1 (teacher assessment) to KS2 (test) are not as strong as for KS2 (TA). Again, we need to ensure that pupils are resilient in testing situations.</p> <p>Year 6 pupils made accelerated progress achieving expected standard despite low KS1 result.</p> <p>This was as a result of additional resources (TA) to focus on few pupils who were on the cusp of achieving expected standard, most especially in maths.</p> <p>In KS1 pupils were given the opportunities to develop their love for maths and lay a solid foundation through a range of consistent number skills intervention groups.</p> <p>Pupils on the cusp also met the expected standard. Knowledge of numbers helped pupils to build a good foundation for subsequent development of mathematical skills..</p>	<p>We are changing our approach to intervention using the pre and post-teach to ensure interventions are closely linked to class teaching and learning.</p> <p>We are growing into the use of additional teacher in year 6, who will focus on developing comprehension skills with pupils 'working towards expected' at the beginning of the year. This is building on the successful impact of additional use of TA in year 6.</p> <p>Some pupils found it difficult to persevere with the challenge of the reading test. We need to delve deeper into the emotional needs of pupils linked to difficult situations. It is felt that some pupils needed support to develop their resilience in difficult situations.</p> <p>There will be a need to explore approaches which promote mental wellbeing and resilience in pupils, adapting approaches for classroom teaching.</p> <p>Consult with LEA Literacy specialist for possible support and advice on how to further develop reading progression across the school leading on to skills required for the challenging KS2 comprehension questions.</p> <p>Finally, we will develop and stretch pupils' resilience in reading by using challenging classic texts which often requires storing a range of language before retrieving them in response to questions.</p> <p>We will analyse the test to identify areas of deficit in relation to comprehension skills.</p>	<p>Total cost of educational support from 2016-2017 budget: £102,330</p>



Pupil Premium Strategy 2017/2018

ii. Targeted support				
Desired Outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Pupils eligible for PP have good access to SALT that supports early communication.</p> <p>To further develop the language, vocabulary and social skills of pupils.</p> <p>Closing the gap in the attainment of pupils to give a sense of achievement and prepare them for the next phase in their learning.</p> <p>Reading Recovery & Beanstalk reading programme/volunteers.</p>	<p>Specialist in-house SALT Teaching Assistant.</p> <p>Given the cohort of pupils (2016/17) and the demand of needs, we bought into SALT services to further support our in-house specialist.</p> <p>With OXLEAS services, we were able to target some pupils in the Foundation age and great focus on the pupils in year 1.</p> <p>Going further with our early intervention approach, we also targeted support for phonics and communication skills.</p> <p>Additional TAs were used to deliver additional phonics sessions in the afternoon to accelerate the development of our pupils reading skills.</p> <p>Targeted support for reading. 1:1 reading with pupils in years 1 and 2 daily, to promote the love of reading and confidence of pupils.</p> <p>Reading recovery is an effective way of developing independent readers at an early stage. It is a targeted approach to increasing the reading age of pupils and developing an understanding of texts.</p>	<p>Pupils who received SALT input made good progress with their communication and this showed an impact on their daily communication, work in the class and social interaction with peers.</p> <p>Teachers reported that this helped pupils make progress with their communication and this was then evidenced in their written work.</p> <p>Teachers reported better collaborations and social interactions among pupils as a result of developed communication skills. There were less interruptions in lessons as a result of well sustained friendships.</p> <p>8 pupils were tested and placed on the Reading recovery programme and 6 of those moved on to reading independently also acquiring high age-related reading score.</p>	<p>We will develop with our current model of SALT. Therapists will work directly with pupils but, in addition, will offer consultation sessions and training opportunities to our staff as negotiated with the SENDCo.</p> <p>Explore the possibility of training members of staff with programmes such as: Chatter box, STEPs and Lego therapy to ensure more pupils are being reached and supported in their communication and social development.</p> <p>We also want to extend this across the Foundation stage as our current provision offers no direct support to nursery.</p> <p>We know that the earlier we can offer SALT input the greater the impact will be on our children's learning.</p> <p>Additional TAs in both years 2&6 has been successful. This will continue and will be adapted into English, exploring the use of additional TA with a focus on developing analytical skills in reading.</p>	



Pupil Premium Strategy 2017/2018

iii Other approaches.				
Desired Outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Mental wellbeing of pupils and their families need to be supported.	<p>Along with our school based parenting officer, mental wellbeing of pupils are parents are further supported by the ASD outreach, CAHMS and OXLEAS team.</p> <p>Between them vulnerable disadvantaged pupils are well supported. This includes group and 1:1 session with pupils and parents.</p> <p>Music therapies and counselling services are provided by OXLEAS.</p>	<p>This year the CAHMS support which includes counselling, has established itself to be a strong provision within our school and the counselling team are beginning to work with some of our vulnerable parents to ensure a very robust support for our pupils who are also in receipt of counselling.</p> <p>The impact of this approach on these pupils is strong as the support, by incorporating parents' sessions, extends the support for pupils beyond the perimeters of the school.</p> <p>This year the counselling service has offered support to teachers and this has been very useful in helping teachers process and support the emotional needs of the children</p> <p>The school's effective in-house support for parents and pupils is also offered by the school's outreach Parenting office who is contracted for 2 1/2 days a week to run parenting classes for vulnerable parents on a range of family issues.</p> <p>The outreach programme has good support from parents who report that it has helped them with learning activities at home and, in some instances, help with structure/behaviour.</p>	<p>We will continue with our counselling services for both pupils and parents. This is because it helps to strengthen the structure for pupils both in school and at home. It helps parents to understand what is happening at school and possibly replicate this at home for their children.</p> <p>We will be exploring approaches which positively influence pupils and parents, encouraging them to engage in practices which support mental health. Approaches will focus on preventive measures rather than curative.</p> <p>We will focus our search on approaches/practices which can be adapted into everyday classroom life.</p> <p>The school's outreach parents support will continue in 2017/2018 and will be complemented by our in school parents workshops, demonstrating various approaches to supporting pupils learning.</p> <p>Parents will be supported through various school programmes to become active partners in their children's learning journey.</p> <p>To involve parents in various opportunities, through the school, which will further raise the aspirational outlook for their children, having high expectations and helping them to develop resilience in learning.</p>	Total cost of wellbeing support, emotional work and outreach work from 2016 2017 budget: £105,041
Access to wider opportunities in school which could widen pupils, aspirations and talents. Opportunities within the school to share and celebrate talents.	Creating opportunities and supporting active participation of disadvantaged pupils through initializing, promoting and subsidising places in clubs.	Funding is used to remove barriers that stops disadvantaged pupils from participating or exploring their own talents and capabilities. The school provides diverse clubs ranging from gymnastics, football, netball, basketball, science clubs to cooking clubs.	Incredibly important to raising the aspirations of our pupils is access to wider experiences beyond the walls of the classroom to further develop their talents and skills. Clubs in the school provides our pupils with opportunities to flourish in their chosen areas and discover more about themselves.	Total cost of wider opportunities from 2016 2017 budget: £16,109