

How will Pupil Premium money be spent in 2018-19?

Number of pupils eligible:	37 (Including one LAC, one post LAC pupil and one service child)
Total Pupil Premium grant received:	£41,220

Identified Barriers to Educational Achievement for children within this group:

- Attachment difficulties remain 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
- A number of the pupils eligible for PPG are also EAL

Key Areas of Expenditure

Area of spend	Focus	Total allocation
Staff training in understanding attachment (2 PD days with gap tasks)	Social and emotional well-being for learning	£1960
One to One time for pupils in EYFS and Year 1 accessing talk time daily	SLCN and social and emotional well-being	£728
Small group time twice weekly for pupils accessing Talking Tables in EYFS and Year 1	SLCN, social and emotional well-being	£160
One to One support for pupils with emotional social and behavioural difficulties in EYFS, KS1 and 2	Social and emotional well-being for learning	£1699
Staff professional development- planning a vocabulary rich curriculum that promotes language development	SLCN	£1625

Time for subject leaders to review provision to ensure it meets the needs of the most vulnerable linked to above curriculum development	SLCN, Social and emotional well-being for learning	£2849.85
Staff professional development in supporting pupils to develop self-efficacy and self-regulation	Social and emotional wellbeing for learning	£570.97
Time for Assistant Head to meet 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	£569.97
Time for SLT to meet to discuss vulnerable pupils and to attend relevant core groups and review meetings	Safeguarding , pupil well being	£24066
Lunchtime provision for vulnerable pupils as needed (part funding of nurture facility-Learning Lounge)	Support for learning, social and emotional well-being	£2738
Part fund small group and one to one interventions across all Key Stages	Maths, English , SLCN, physical development, cognitive behaviour therapy, social and emotional well-being, managing feelings and behaviour	£9447
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	£494.50

Area of spend	Intended outcomes	Actions
Staff training in attachment and implementing strategies	<ul style="list-style-type: none"> All staff to understand how attachment can affect pupils ability to access learning All staff to have understanding and strategies to tailor provision to support pupils with attachment disorders to access learning 	<ul style="list-style-type: none"> 2 x PD days in Autumn term Plan further professional development to build on training Provide one to one support as needed Monitor then evaluate impact of training and development of provision
One to one talk time for identified pupils in EYFS and in Year 1 Small group "Talk Tables" in EYFS and in Year 1	<ul style="list-style-type: none"> Support the development of receptive and expressive language to improve access to learning Support development in Prime areas of PSE and CLL Support development of positive attitudes to learning 	<ul style="list-style-type: none"> Target children identified Provision in place in for target children Evaluate impact of provision and adjust as needed
One to one and small group support for social, emotional and behavioural development in EYFS,KS1 and KS2	<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
Staff professional development in planning a vocabulary rich curriculum that supports language development	<ul style="list-style-type: none"> Curriculum provides more support to develop vocabulary for all pupils Pedagogy used supports language development Observation shows vocabulary is being taught explicitly and regularly 	<ul style="list-style-type: none"> Training for staff provided Explicit teaching planned Observation of teaching undertaken Review of impact- are children able to use the new vocabulary? Do they choose to use the vocabulary?
Time for subject leaders to review provision and ensure it meets the needs of the most vulnerable learners	<ul style="list-style-type: none"> The materials/ contexts used to teach concepts and skills reflect children's cultural backgrounds, family circumstance and their needs Opportunities to develop Tier2 vocabulary are planned Observation and discussion show PPG pupils are engaged and motivated by the learning opportunities in a wide range of subjects 	<ul style="list-style-type: none"> Subject leaders have reviewed resources and teaching in their subject They have identified opportunities to develop pupils Tier 2 vocabulary They have identified materials and contexts that will engage PPG pupils
Time for Assistant head with responsibility for inclusion to meet	<ul style="list-style-type: none"> Monitoring and evaluation show actions are timely and appropriate 	<ul style="list-style-type: none"> Weekly briefing and overview in place to ensure actions are tracked

with families of vulnerable pupils to plan provision, access multi-agency support and review impact	<ul style="list-style-type: none"> • Termly audits show where targeted help has been needed progress towards objectives have been made 	<ul style="list-style-type: none"> • Termly audits completed • Electronic system kept up to date- daily where needed- weekly at a minimum
Time for SLT to attend core groups and LAC reviews as needed, to discuss vulnerable families and any safeguarding concerns	<ul style="list-style-type: none"> • Monitoring and evaluation show actions are timely and appropriate • Termly audits show where targeted help has been needed progress towards objectives have been made 	<ul style="list-style-type: none"> • Weekly briefing and overview in place to ensure actions are tracked • Termly audits completed • Electronic system kept up to date- daily where needed- weekly at a minimum
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
Part funding small group interventions and one to one interventions	<ul style="list-style-type: none"> • Progress for identified pupils is accelerated and helps close the gap to peers • Tracking shows fortnightly targets are mostly met and where not provision is adapted so target is met in next cycle • Decrease in incidents and reduction in exclusions as relevant • “Softer” measures including scaling show impact of pupils accessing pastoral support 	<ul style="list-style-type: none"> • Pupils needs identified • Provision is planned as needed • Provision in place • Impact evaluated through Pupil Progress meetings
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

How will the school measure the impact of Pupil Premium spend?

End of year data on pupil progress and attainment will be benchmarked against national and local data using the measures provided by DfE and LA. All pupils' progress and attainment is tracked on a half termly cycle. This will allow success of programmes to be monitored and changes made as necessary to groupings and focus. Some impact will be monitored in other ways including frequency of occurrence of incidents, attendance data and scales allowing measurement of changes in perception and attitude.

Following review the school will look to adjust actions as needed and re-allocate funding when necessary. Pupils will be identified from all groups within the school including PPG pupils as some pupils not eligible for PPG will benefit from the programmes provided.

Pupil premium review information will be monitored by governors through a termly report.