

Pupil premium strategy statement: HEADLANDS PRIMARY SCHOOL

1. Summary information					
School	Headlands Primary School				
Academic Year	2017/18	Total PP budget	£137 280	Date of most recent PP Review	21/09/17
Total number of pupils		Number of pupils eligible for PP	104	Date for next internal review of this strategy	Jul 2018

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>National average for all pupils</i>
% achieving expected standard or above in reading, writing and maths	33%	61%
% achieving expected standard or above in reading	38%	71%
% achieving expected standard or above in writing	61%	76%
% achieving expected standard or above in maths	44%	75%
Reading Progress Score	-2.6	
Writing Progress Score	-1.	
Maths Progress Score	0.2	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Children enter Reception with baseline scores well below Age Related Expectations (ARE) in Communication and Language and Literacy.
B.	In KS1 and KS2 attainment for PP children was below the National benchmark for all children.
C.	PP children in KS1 and KS2 are less likely to achieve greater depth than non PP children (KS1 0% in writing, KS2 0% in Maths)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	15% (16/104) of children eligible for PP are requiring an additional level of pastoral support (children are on an EHA, CIN or CP plan).

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children who enter the school in Reception year with communication and language and Literacy scores below national expectations will reach ARE by the end of the year.	The majority of children, including PP children will make rapid progress and will achieve ARE by the end of Reception year.
B.	Higher rates of progress and attainment across KS1 in writing.	End of KS1 data to demonstrate that the majority of children in KS1 who are eligible for PP make rapid progress and have attainment in line with national non PP children.
B2.	Higher rates of progress and attainment across KS2 in reading and maths for children eligible for PP.	End of KS2 data to demonstrate that the majority of children in KS2 who are eligible for PP make rapid progress and have attainment in line with national PP children.
C.	Higher rates of progress and attainment across KS1 and KS2 ensures PP children achieve greater depth in line with non PP children.	End of KS1 and KS2 data to demonstrate increased numbers of PP children achieving greater depth.
D.	PP children and their families will have immediate support from FSW and DSLs to ensure that external barriers to learning are diminished by ensuring that the child's voice is paramount.	New, experienced FSW appointed who understands, intervenes and/ or can efficiently signpost children and families to appropriate support.
D2.	PP children will have access to a free school meal.	Wellbeing for PP children is improved to support readiness to learn.

5. Planned expenditure

Academic Year

2017/2018

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children who enter the school in Reception year with Communication and Language and Literacy scores which are below national expectations will reach ARE by the end of the year.	<ul style="list-style-type: none"> Additional EYP and TA (P/T) RWI S&L assessments D4W Sentence stacking Themed curriculum provision Phase Leader to train as County moderator 	<ul style="list-style-type: none"> Staff trained to use the Talking Success materials will screen all children for S&L concerns. Kinetic Letters is used as a targeted approach to handwriting. This is an evidence based approach focussing on the development of core strength. A trained moderator in the phase and rigorous assessment will ensure standards are met and the progress of all children (including PP) remains a focus for all staff. Evidence sourced from Sutton Trust fully supports schools drawing up a percentage of the cost of whole school intervention from PP funding. 	<ul style="list-style-type: none"> SENCo to oversee speech and language assessments and support staff in identifying children for referral. Non-teaching phonics lead to ensure groups are appropriate from prior assessments, TAs receive two full days of RWI training and fortnightly masterclasses. Writing and Kinetic Letters lead teachers to ensure the effective implementation of the programme and support where necessary. Trained moderator will ensure judgements are accurate. 	<p>SENCo</p> <p>Phonics lead</p> <p>English lead</p> <p>Kinetic Letters lead</p> <p>Phase lead</p>	<p>Ongoing.</p> <p>Termly, following assessments.</p> <p>Ongoing</p>
Higher rates of progress and attainment across KS1 in writing.	<ul style="list-style-type: none"> Trust Drama for Writing specialist commissioned RWI phonics Sentence stacking approach to writing Kinetic Letters approach to handwriting Focus on high quality first teaching (QFT) (especially for children identified as PP) during enquiry weeks 	<ul style="list-style-type: none"> Drama for writing specialists will support teachers with high quality planning. The specialists work closely with other leads in education to ensure that strategies and methods support current national recommendations. Evidence in school of using the Read, Write Inc approach to phonics has indicated rapid progress and higher than national attainment for all children. Sentence stacking introduces children to a wide vocabulary. This integrated at the heart of the themed curriculum to inspire children to write and is highly inclusive of all children. 	<ul style="list-style-type: none"> Termly planning sessions with DFL lead teachers throughout academic year 2017/18 will ensure compliance with the chosen strategies as well as ensuring QFT. Non-teaching phonics lead to ensure groups are appropriate from prior assessments. TAs receive 2 full days of RWI training and fortnightly masterclasses. Writing and KL lead to ensure the effective implementation of the programme and support where necessary. 	<p>Head and Deputy Head</p> <p>Phase Leads</p> <p>Class Teachers</p> <p>Phonics lead</p> <p>Kinetic letters lead</p>	<p>Termly, ongoing.</p> <p>Termly, ongoing</p> <p>Term 1, 4 (2017/18)</p>

		<ul style="list-style-type: none"> Kinetic Letters is used as a targeted approach to handwriting. This is an evidence based approach focussing on the development of core strength. 	<ul style="list-style-type: none"> Termly Trust and internal moderation Enquiry weeks focus on PP children 	<p>Head and Deputy Head</p> <p>Phase Leads Class Teachers</p>	Termly, ongoing
Higher rates of progress and attainment across KS2 in reading and maths for children eligible for PP.	<ul style="list-style-type: none"> Trust Maths and Drama for Writing specialist commissioned RWI phonics Book Talk Focus on QFT (especially for children identified as PP) during enquiry weeks 	<ul style="list-style-type: none"> Maths and Drama for writing specialists will support teachers with high quality planning. The specialists work closely with other leads in education to ensure that strategies and methods support current national recommendations. Evidence in school of using the Read, Write Inc approach to phonics has indicated rapid progress and higher than national attainment for all children. The Sutton Trust explains, '<i>On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year.</i>' 	<ul style="list-style-type: none"> Termly planning sessions with Maths and DFL lead teachers throughout academic year 2017/18 will ensure compliance with the chosen strategies as well as ensuring QFT, enabling progress to be planned for. Non-teaching phonics lead to ensure groups are appropriate from prior assessments. Termly monitoring through learning walks and book looks. Planning support and lesson study. 	<p>Head and Deputy Head</p> <p>Phonics Lead</p> <p>Reading Lead</p>	<p>Termly, ongoing.</p> <p>Termly, ongoing</p> <p>Termly ongoing</p>
Higher rates of progress and attainment across KS1 and KS2 ensures PP children achieve greater depth in line with non PP children.	<ul style="list-style-type: none"> Trust Maths and Drama for Writing specialist commissioned RWI phonics Sentence stacking approach to writing Kinetic Letters approach to handwriting Book talk Focus on challenge during enquiry weeks Pupil Progress meetings identify PP children to target to achieve greater depth. 	<ul style="list-style-type: none"> Maths and Drama for writing specialists will support teachers with high quality planning. The specialists work closely with other leads in education to ensure that strategies and methods support current national recommendations. Evidence in school of using the Read, Write Inc approach to phonics has indicated rapid progress and higher than national attainment for all children. Sentence stacking introduces children to a wide vocabulary. This integrated at the heart of the themed curriculum to inspire children to write and is highly inclusive of all children. Kinetic Letters is used as a targeted approach to handwriting. This is an evidence based approach focussing on the development of core strength. The Sutton Trust explains, '<i>On average, reading comprehension approaches improve learning by an additional five</i> 	<ul style="list-style-type: none"> Termly planning sessions with Maths and DFL lead teachers throughout academic year 2017/18 will ensure compliance with the chosen strategies as well as ensuring QFT, enabling progress to be planned for. Writing and KL lead to ensure the effective implementation of the programme and support where necessary. Termly Trust and internal moderation of children's work with SLT and teachers. Enquiry weeks ensure that challenge is evident in all lessons. Books are scrutinised effectively and demonstrate evidence of children working at greater depth. Phase meetings focus on challenge for all children especially PP 	<p>Head and Deputy Head</p> <p>Phase Leads Class Teachers</p> <p>English lead Kinetic letters lead</p> <p>Head and Deputy Head</p> <p>Phase Leads Class Teachers</p>	<p>Termly, ongoing.</p> <p>Termly, ongoing</p> <p>Term 1, 4 (2017/18)</p> <p>Termly, ongoing</p> <p>Ongoing</p>

		<i>months' progress over the course of a school year.'</i>			
PP children and their families will have immediate support from FSW/ LM and DSLs to ensure that external barriers to learning are diminished by ensuring that the child's voice is paramount.	<p>New FSW appointed to ensure that children who require pastoral support (including those on an EHA, CIN, CP) are supported and that this barrier to learning is diminished.</p> <p>Increased support for families through early help.</p> <p>My Concern to centralise all safeguarding issues.</p>	<ul style="list-style-type: none"> A higher proportion of PP children than non PP children require additional pastoral support. A number of external factors such as finance, housing, behaviour safeguarding and a lack of experiences are barriers to learning for children eligible for PP. 	<p>Introduction of referral system for FSW where staff and parents can refer for support.</p> <p>Learning Mentors to liaise with families to ensure that children eligible for PP participate in school trips and extracurricular activities without the cost being a barrier.</p> <p>Following pupil progress meetings Learning Mentors to work with identified PP children on areas of pastoral support.</p> <p>Weekly safeguarding meetings between HT/DHT/FSW to monitor concerns and subsequent actions.</p>	<p>Family Support Worker</p> <p>Learning Mentors</p> <p>Phase Leads Learning Mentors</p> <p>Head /Deputy/ Family Support Worker</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Termly</p> <p>Weekly</p>

Total budgeted cost £85 808

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children who enter the school in Reception year with Communication and Language and Literacy scores which are below national expectations will reach ARE by the end of the year.	<ul style="list-style-type: none"> Additional members of staff (1 EYP, 1 TA) for 4/5 afternoons to support identified children eligible for PP. Trained staff to provide 1:1 and small group interventions for identified children, following the S&L assessment. Speech and language therapist to 	<ul style="list-style-type: none"> Some children require additional targeted support in order to catch up. This may require an additional referral to an outside agency. Sutton Trust EEF Toolkit suggests that early years intervention has very high impact. Evidence in school of using the Read, Write Inc catch up approach to phonics has indicated rapid progress. 	<ul style="list-style-type: none"> SENCo to monitor the impact of targeted work. Discussions as part of pupil progress meetings. Some children may need an ILP and if so this will be reviewed termly. Regular assessments will ensure children at risk of not keeping up receive rapid support. 	<p>SENCo</p> <p>Head teacher Phase Lead</p> <p>Class teacher Senco</p> <p>Phonics lead</p>	<p>Ongoing</p> <p>Pupil progress meetings termly.</p> <p>ILP reviews February, May, October.</p> <p>Termly, ongoing</p>

	<p>visit termly and see identified children.</p> <ul style="list-style-type: none"> 1:1 RWI catch up programme targets children for accelerated progress. 				
Higher rates of progress and attainment across KS1 in writing.	<ul style="list-style-type: none"> 1:1 and small group intervention provided by 1 unqualified teacher and 1 learning mentor working as a HLTA. 1:1 RWI targeted support to ensure that gaps in attainment are diminished. RWI Get Writing will be used to accelerate PP children's progress. Where there are concerns about children's cognition and learning, referrals to EP may be made for cognitive assessments. QFT and 'check in' ensures PP children are targeted for regular feedback during teaching time. Strategic steering group identifies PP children at risk of not meeting EoY expectations. 20 day challenge identifies the small steps PP children need to achieve to make accelerated progress. 	<ul style="list-style-type: none"> Following pupil progress meetings, where gaps are identified for PP children, a cohort action plan is written which outlines targeted support. Some children need targeted support to catch up. Commissioned support ensures that children's specific learning needs are clearly identified and support is tailored to meet their needs. The Sutton Trust <i>identifies the most cost effective strategy to support eligible pupils is for them to receive regular feedback in all its forms not just written marking.</i> Swift identification and the involvement of all relevant stakeholders will enable barriers to learning to be identified and addressed. Small steps are identified and targeted regularly to enable children to make accelerated progress to meet their individual targets. 	<ul style="list-style-type: none"> Senior leadership team to liaise with Phase leads and Class teachers to ensure the effectiveness of the actions at pupil progress meetings. PLs to constantly monitor the impact of interventions within their phase at weekly phase meetings. Phonics lead will monitor PP children to ensure fluid groups enables them to make rapid and sustained progress. SENCo will attend Phase meetings following each data drop to ensure a rapid response to children's specific learning needs and commissioned support is identified and actioned Planning scrutiny clearly shows how specific PP children are targeted and what they will achieve by the end of the lesson. Following each data drop the PP lead will scrutinise PP data and invite relevant stakeholders to attend a steering group meeting and ensure the phase leaders update cohort action plans to reflect the barriers to learning. Class teachers will identify PP children at risk of not meeting their individual targets and plan targeted support. 	<p>Head/Deputy Head Phase Leads</p> <p>Phonics lead</p> <p>SENCo Phase lead Class teachers</p> <p>Senior Leaders</p> <p>PP lead Phase leads Class Teachers</p> <p>Class teachers and teaching assistants</p>	<p>Termly</p> <p>Ongoing</p> <p>Terms 2, 4 and 6</p> <p>Term 1, 3 and 5</p> <p>Terms 2, 4 and 6</p> <p>Ongoing</p>

<p>Higher rates of progress and attainment across KS2 in reading and maths for children eligible for PP.</p>	<ul style="list-style-type: none"> • 1:1 and small group intervention provided by a learning mentor working as a HLTA who are allocated specifically to improving the outcomes for children who are eligible for PP. • Where there are concerns about children's cognition and learning, referrals to EP may be made for cognitive assessments. • QFT and 'check in' ensures PP children are targeted for regular feedback during teaching time. • Booster classes in upper KS2 to support identified children to meet their potential. • Stakeholder meeting identifies PP children at risk of not meeting EoY expectations. • 20 day challenge identifies the small steps PP children need to achieve to make accelerated progress. 	<ul style="list-style-type: none"> • Following pupil progress meetings, where gaps are identified for PP children, a cohort action plan is written which outlines targeted support. • Commissioned support ensures that children's specific learning needs are clearly identified and support is tailored to meet their needs. • The Sutton Trust identifies the most cost effective strategy to support eligible pupils is for them to receive regular feedback in all its forms not just written marking. • To build confidence in preparation for KS tests • Swift identification and the involvement of all relevant stakeholders will enable barriers to learning to be identified and addressed. • Small steps are identified and targeted regularly to enable children to make accelerated progress to meet their individual targets. 	<ul style="list-style-type: none"> • Senior leadership team to liaise with Phase leads and Class teachers to ensure the effectiveness of the actions at pupil progress meetings. PLs to constantly monitor the impact of interventions within their phase at weekly phase meetings. • SENCo will attend Phase meetings following each data drop to ensure a rapid response to children's specific learning needs and commissioned support is identified and actioned . • Planning scrutiny clearly shows how specific PP children are targeted and what they will achieve by the end of the lesson. • Class teachers will identify children (including PP) to attend booster classes • Following each data drop PP lead will scrutinise PP data and ensure the relevant stake holders update cohort action plans to reflect the barriers to learning. • Class teachers will identify PP children at risk of not meeting their individual targets and plan targeted support. 	<p>Head/Deputy Head Phase Leads</p> <p>SENCo Phase lead Class teachers</p> <p>Senior Leaders</p> <p>Phase lead Class teachers</p> <p>PP lead Phase leads Class Teachers</p> <p>Class teachers and teaching assistants</p>	<p>Termly</p> <p>Terms 2, 4 and 6</p> <p>Term 1, 3 and 5</p> <p>Term 3, 4 and 5</p> <p>Terms 2, 4 and 6</p> <p>Ongoing</p>
<p>Higher rates of progress and attainment across KS1 and KS2 ensures PP children achieve greater depth in line with non PP children.</p>	<ul style="list-style-type: none"> • 1:1 and small group intervention provided by 1 unqualified teacher and 1 learning mentor working as a HLTA. • QFT and 'check in' ensures PP children 	<ul style="list-style-type: none"> • Following data drops, PP lead to attend phase meetings to ensure children are identified to make accelerated progress and achieve greater depth, a cohort action plan is written which outlines targeted support. • The Sutton Trust identifies the most cost effective strategy to support eligible 	<ul style="list-style-type: none"> • PP lead to liaise with Phase leads and Class teachers to ensure PP children are targeted to achieve greater depth. • Planning scrutiny clearly shows how specific PP children are targeted and what they will achieve by the end of the lesson. 	<p>PP lead</p> <p>Senior leaders</p>	<p>Terms 2, 4 and 6</p> <p>Term 1, 3 and 5</p>

	<p>are targeted to achieve greater depth.</p> <ul style="list-style-type: none"> Stakeholder meeting identifies PP children to make accelerated progress to achieve greater depth 20 day challenge identifies the small steps PP children need to achieve to make accelerated progress and achieve greater depth. 	<p>pupils is for them to receive regular feedback in all its forms not just written marking.</p> <ul style="list-style-type: none"> Swift identification and the involvement of all relevant stakeholders will enable barriers to learning to be identified and addressed. Small steps are identified and targeted regularly to enable children to make accelerated progress to meet their individual targets. 	<ul style="list-style-type: none"> Following each data drop PP lead will scrutinise PP data and ensure the relevant stake holders update cohort action plans to reflect the barriers to learning. Class teachers will identify PP children at risk of not meeting their individual targets and plan targeted support. 	<p>PP lead Phase leads Class teachers</p> <p>Class teachers</p>	<p>Terms 2, 4 and 6</p> <p>Ongoing</p>
<p>PP children and their families will have immediate support from FSW/ LM and DSLs to ensure that external barriers to learning are diminished by ensuring that the child's voice is paramount.</p>	<ul style="list-style-type: none"> Jogo commissioned support for children's emotional well-being and behaviour, including play therapy. 1:1 and small group support for children's pastoral needs from Family Support Worker and learning mentors. Family support through EHA, CIN plans and CP. Bursary provision of £100 per child to support access to extra-curricular activities in and out of school (including uniform). In addition, a 75% reduction is also offered on trips. One page profiles for PP children are completed by learning mentors and are in class PP folders. 	<ul style="list-style-type: none"> Children's social and emotional needs will be met. As an inclusive school the aim is that no child will be prevented from accessing extra-curricular activities on the basis of cost. 	<ul style="list-style-type: none"> Regular weekly meeting with Family Support Worker. CPD for Family Support Worker and Learning Mentors. Regular safeguarding training and reviews for DSLs. 	<p>Head/Deputy Head/Family Support Worker/ Learning Mentors</p>	<p>Weekly and ongoing</p>

PP children have access to a free school meal.	<ul style="list-style-type: none"> Eligible children receive a free school meal. 	<ul style="list-style-type: none"> The 2017 DfE report into the impact of free school meals stated 'the results were positive and significant <i>for pupils in Year 6. The report said that it was equivalent to two months' expected progress at this stage.</i> 			
Total budgeted cost					£51 400
6. Review of expenditure					
Previous Academic Year					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned		Cost
Children who enter the school in Reception year with speaking, writing and being imaginative skills which are below national expectations will reach ARE by the end of the year.	<p>ACCS speech and language assessment to identify areas of need.</p> <p>Embed the phonic strategy (RWI) into Reception year and introduce this to Nursery.</p> <p>Introduce approach to writing (Drama for learning and sentence stacking) consistent with the school, into Reception year.</p> <p>Ensure that themed curriculum provision, visits and visitors promote all areas of learning, especially being imaginative.</p> <p>Key members of EYFS staff to attend Talking Success training in T3/4 ready to roll out from summer term 2017.</p>	<p>64% (7/11) of children eligible for PP funding achieved GLD.</p> <p>Of the 4 children who did not, 1 child is Unit, 1 child has EHCP, 1 SEN support, 1 attendance.</p> <p>91% (exc. SU) achieved the Year 1 phonics check.</p>	<p>All children will have access to quality first teaching inclusive of a range of proven strategies.</p> <p>Additional adults will continue to support identified children in FS, including PP.</p> <p>All children, including PP, will be screened for speech and language difficulties following the Talking Success strategy. ACCS strategy will be used to support groups and individuals with identified needs, including PP.</p>		<p>£9638 (additional EYP)</p> <p>£6815 (additional TA)</p>

	All staff have had revised training in Kinetic Letters.			
Higher rates of progress and attainment across KS 1 and 2 in reading, writing and maths for children who are eligible for PP.	<p>Addition of Learning Mentors in both key stages to support identified children.</p> <p>Trust maths specialist commissioned.</p> <p>Trust Drama for Writing specialist commissioned.</p> <p>RWI phonics.</p> <p>Sentence stacking approach to writing.</p> <p>Kinetic Letters approach to handwriting.</p> <p>Focus on high quality first teaching (especially for children identified as PP) during enquiry weeks</p>	<p>Attainment and progress gaps diminished at KS2 from the previous year. Progress of PP children in writing and maths (excluding Unit children and mobility) was greater than that of non PP, but less so in reading.</p> <p>At KS1, attainment gaps greatly diminished in reading, writing and maths. Gap in writing still to be addressed with quality first teaching in Year 3.</p>	<p>Consistent QFT for all children will continue as a priority inclusive of a range of proven strategies.</p> <p>Teachers will continue to highlight and impact upon all children who are not reaching their potential with bespoke differentiation and support in class and withdrawal for 1:1 support if required.</p> <p>Continuing to ensure that all children, including PP, are equipped and ready to learn with the support of FSW, LM and PW if necessary.</p>	<p>Year 1- £14 935 (Learning Mentor)</p> <p>Year 2/3- £10744 (Learning Mentor)</p> <p>Year 4/5/6- £7844 (Learning Mentor)</p>
Higher rates of progress will be achieved for SEND children who are also eligible for PP (including those in our Unit provision).	<p>Children's needs are clearly and swiftly identified. External advice and agencies used when needed.</p> <p>Whole school staff training to support children with specific barriers to learning. Specific training for key members of staff when needed.</p>	<p>Attainment and progress gaps will diminish. Children will be supported to reach their potential.</p>	<p>All identified SEND, including PP, are clearly identified with a programme of support in place. Children that needed further assessment were seen by the Educational Psychologist. Jogo Behaviour Support Service were used for specific children and this support included observation and advice, some one to one work and sessions of Play Therapy.</p> <p>Evidence in books illustrate that children are making progress over time.</p> <p>Continue the tenacious approach to intervening early in the younger years. All staff have been trained this year in Autism Awareness Delivered by Target Autism and Everyday Strategies for Managing Behaviour delivered by Jogo. Specific staff received Team Teach training.</p>	
PP children and their families will have immediate support from	New FSW appointed to ensure that children who require pastoral support	Children who have barriers to their learning due to external challenges were supported to enable them to reach their	A new FSW was appointed in January 2017. She supported a number of families at both CP, CIN and EHA level.	£24,721 (Family Support Worker)

<p>FSW/ LM and DSLs to ensure that external barriers to learning are diminished by ensuring that the child's voice is paramount.</p>	<p>(including those on an EHA, CIN, CP) are supported and that this barrier to learning is diminished.</p> <p>Increased support for families through early help.</p> <p>My Concern to centralise all safeguarding issues.</p>		<p>Working Alongside the FSW the Learning Mentors worked with identified children both in small groups and one to one. A big focus was on gaining the child's voice before any meetings were held and supporting the children's well-being.</p> <p>These staff members also ran the Chill Out room at break and lunchtimes, this place being a safe haven where children could come and share their worries and concerns.</p>	
<p>PP children have access to a free school meal.</p>	<p>Eligible children receive a free school meal.</p>	<p>The 2017 DfE report into the impact of free school meals stated 'the results were positive and significant <i>for pupils in Year 6. The report said that it was equivalent to two months' expected progress at this stage.</i>'</p>		<p>£20 111 (Free school meals)</p>
<p>Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact:</p>	<p>Lessons learned</p>	<p>Cost</p>
<p>Children who enter the school in Reception year with speaking, writing and being imaginative skills which are below national expectations will reach ARE by the end of the year.</p>	<p>Additional members of staff (1 EYP, 1 TA) for 4/5 afternoons to support identified children eligible for PP.</p> <p>1:1 and small group interventions using Time to Talk, Chatterbox and RWI catch up programme.</p> <p>Speech and language therapist to visit termly and see identified children.</p>	<p>64% (7/11) of children eligible for PP funding achieved GLD.</p> <p>Of the 4 children who did not, 1 child is Unit, 1 child has EHCP, 1 SEN support, 1 attendance.</p>	<p>All children will have access to quality first teaching inclusive of a range of proven strategies.</p> <p>Additional adults will continue to support identified children in FS, including PP.</p> <p>All children, including PP, will be screened for speech and language difficulties following the Talking Success strategy. ACCS strategy will be used to support groups and individuals with identified needs, including PP.</p>	
<p>Higher rates of progress and attainment across KS 1 and 2 in reading, writing and maths for</p>	<p>1:1 and small group intervention provided by 1 unqualified teacher and 2 learning mentors working as HLTAs who</p>			<p>£3024 (Booster Classes and support)</p> <p>£1653 (revision resources)</p>

<p>children who are eligible for PP.</p>	<p>are allocated specifically to improving the outcomes for children who are eligible for PP.</p> <p>1:1 RWI targeted support to ensure that gaps in attainment are diminished.</p> <p>Where there are concerns about children's cognition and learning, referrals to EP may be made for cognitive assessments.</p> <p>Booster classes in upper KS2 to support identified children to meet their potential.</p>			
<p>Higher rates of progress will be achieved for SEND children who are also eligible for PP (including those in our Unit provision).</p>	<p>Early identification of children's needs by liaison with the inclusion lead to observe and assess.</p> <p>Referrals to outside agencies when needed.</p> <p>Close working with parents of children with SEND.</p>		<p>Children needing support were identified through pupil progress meetings and targeted support then put in place.</p> <p>Children with additional needs were supported through an IEP at SEN Support and review meetings held three times a year with parents.</p> <p>Referrals were made to the Educational Psychologist for children needing more detailed assessment. Referrals were also made to Target Autism and Jogo for specific children.</p> <p>High needs funding was applied for, for specific children requiring a higher level of support (4 children) and for some children requests for statutory assessment were submitted (4 children)</p>	<p>£8930.50 (Educational Phycologists)</p>
<p>PP children and their families will have immediate support from FSW/ LM and DSLs to ensure that external barriers to learning are diminished by ensuring that the child's voice is paramount.</p>	<p>Jogo commissioned support for children's emotional well-being and behaviour, including play therapy.</p> <p>1:1 and small group support for children's pastoral needs from Family Support Worker and learning mentors.</p>		<p>Jogo supported specific children across the year (3 children).</p> <p>This was through observation and advice, assessment (Boxall Profile) one to one work and Play Therapy (2 children.)</p> <p>The FSW worked with a number of families through CP and CIN meetings and EHAs.</p>	<p>£8241.60 (behaviour support)</p> <p>£4914 (bursary)</p> <p>£9108.50 (trips and residential discount)</p>

	<p>Family support through EHA, CIN plans and CP.</p> <p>Bursary provision of £100 per child to support access to extra curricular activities in and out of school (including uniform). In addition, a 75% reduction is also offered on trips.</p> <p>One page profiles for PP children are completed by learning mentors and are in class PP folders.</p>			
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