



Information re pupil premium grant expenditure for the year September 2017 – August 2018

Pupil premium Grant funding for the financial year 2017/'18, as based on the Census in January 2017: **£92,560**

Total number of pupils on roll from EYFS to Year 6: 437 as of July 2018.

Total numbers of Ever 6 / FSM pupils eligible for Pupil Premium grant funding as of June 2018: **80**

4 children are funded at the service ever6 rate of £300 each.

3 post LAC children will be supported.

Below is a breakdown of most of the additional support we offer the disadvantaged children on our register.

Full costing details to the end of August 2018 are held by the Business manager.

In addition to the support listed below, precision teaching both in and out of class or pre teaching support, is timetabled regularly, led by our Pupil premium manager and 2 part - time Pupil Premium funded T.A's. This supports a number of disadvantaged pupils of all abilities.

An additional part time PP funded T.A will support disadvantaged children during the Summer term 2018 in the Early years setting, for 4 hours per week.

Provision has been made by the school for a SEND Teaching Assistant to support children throughout the year, including some who are SEND/Pupil Premium, often by completing assessments or supporting on a 1:1 basis.

Other funding streams are also used to support all children in school.

Intervention	What does this look like? Learning aims & Success criteria	Cost	Time frame	Impact Detailed at the end of each term.
<p>Interventions led by a part time Pupil premium funded T.A & the part time pupil premium manager, some support is detailed here. Additional costs within this funding stream provide a T.A before school 3 x 20 minutes weekly and staff covering lunchtime club.</p>		<p>Annual salary Budget: £24,536</p>		
<p>In-class support as pre teaching and / or following the instructions of set learning tasks.</p>	<p>Following pupil progress meetings, some disadvantaged children were deemed to benefit from in-class support from the PP T.A's. Regular weekly timetabled support is then provided in liaison with the class teacher concerned.</p>	<p>Within the salaries of the Pupil premium T.A's.</p>	<p>Weekly.</p>	<p>General Impact: Effectiveness shared at termly pupil progress review meetings. Regular T.A/Class teacher discussions. Autumn term impact: A disadvantaged KS2 child supported in class for writing has grown in confidence during the Autumn term with improved motivation and output. An EYFS child has been supported 1:1 in using a multi-sensory approach to develop fine motor skills and a pincer grip whilst writing. He is growing in confidence when forming letters and reports that he is proud of his success. Next steps: to find a dominant hand when cutting / using a pencil. 5 x Year1 disadvantaged children have benefitted from support with our PP T.A twice weekly each term, for writing /handwriting support in class. This has impacted on a 'have a go' approach and enabled them to begin the set learning with increased confidence. Spring term impact: KS1 Writing group of 3 children. Revision of basic punctuation skills and in how to plan a warm write. C.T has seen positive impact for 2 children in both sentence structure and for one child, in her handwriting. <u>Summer term impact:</u> KS 2 in-class support with a PP T.A for an upper KS2 pupil for Writing, has impacted in that the child is motivated and starting to become a more independent writer who is now more enthusiastic. In class writing support in Year 2 has again supported learning gaps and the child is now motivated and enthusiastic when writing. KS1 Literacy support in class. 50% success - 2 out of 4 children now consistently use an improved sentence structure. One child needs to develop an improved handwriting style and the fourth child needs to slow down his pace of writing and to self-check locating errors independently. The 2 children who have not made significant progress, will receive further support from the PP T.A. in KS2. Pre teaching of Maths with the PP T.A for 2 Year 2 pupils just before they are going to be working on the same topics in class, has positively impacted on their attention when working in class and enabled them to consolidate the learning and to move on more quickly than before this support.</p>

Intervention	What does this look like? Learning aims & Success criteria	Cost	Time frame	Impact Detailed at the end of each term.
<p>1st class@number Maths intervention group support.</p>	<p>3 x Year 3 pupils as a group. 2 x Year 4 pupils as a group. Led by the PP T.A</p> <ul style="list-style-type: none"> To address specific misconceptions and learning gaps in Maths learning. 	<p>Within the salaries of the Pupil premium T.A.</p>	<p>Autumn term 2017</p> <p>Spring term 2018</p> <p>Summer term 2018</p>	<p>Impact from a Sandwell test baseline will be re-administered on completion of this programme.</p> <p>Regular liaison with the class teacher (s) re Maths data analysis + Baseline assessment, compared at the end of each term.</p> <p>Year 3 group impact: Weaknesses and new facts addressed with gaps from previous topics recapped 1:1. Variable progresses as facts are not always consistently recalled within class Maths lessons. <u>Next steps:</u> to be continued into the Spring term.</p> <p>Spring term Year 3 group impact: Programme almost complete. The Sandwell test will be administered on completion to give progress. Year 4 impact: One child has made more progress than the other as retention remains a problem. On the end of term assessment, the PP T.A felt the impact to be beneficial, so it will therefore continue into the Spring term.</p> <p>Spring term impact: Programme completed and Sandwell tests will be administered to show progress levels. Summer term impact: Sandwell tests in mid/end of April from an assessed baseline, showed positive impact and progress of 1 learning level for 3 children and of 2 levels for 2 children, who had participated since September 2017. For the remainder of the academic year, personalised Maths learning was then tailored to any knowledge 'gaps' as indicated.</p>
<p>Maths SNAP programme</p> <p>Individual Maths support for a disadvantaged child in Year 2.</p>	<ul style="list-style-type: none"> To boost confidence in Maths learning. To identify learning gaps in comprehension of mathematical concepts / terminology. 	<p>Within the salary of the Pupil Premium T.A.</p>	<p>Autumn 2017</p> <p>Spring and Summer terms 2018.</p>	<p>Assessment to provide a baseline with termly assessments to show impact.</p> <p><u>Autumn term 2017 impact:</u> 18 units were completed and adapted according to the child's ability per unit., for example, larger numbers have been used as a challenge, which the child has met. The child has demonstrated a good understanding of different Mathematical vocabulary. New vocab' has been explained as needed.</p> <p><u>Next steps:</u> To support class topic learning as advised by C.T. in the Spring term.</p> <p>Maths class topic games to be played based on KPI's. Spring term review: Progress made. Class work has been shared on a 1:1 basis to reinforce understanding of Maths concepts. C.T has been able to highlight new areas of Maths learning on performance indicators. Summer term review: Improvement made within 1:1 learning support.</p>

Intervention	What does this look like? Learning aims & Success criteria	Cost	Time frame	Impact Detailed at the end of each term.
<p>Years 2 & 3 Spelling groups. New intervention for 2017 2 x weekly with our PP T.A. and the in class T.A once weekly. ‘Spelling tracks’ intervention programme.</p>	<p>Purpose of this intervention: It is used to teach pupils to spell words they use in their writing. The formal system is structured and cumulative with a ready-made list of spellings to work from.</p> <p>Group 1 2 x weekly on a 1:4 ratio. Group 2 2 x weekly on a 1:2 basis.</p>	<p>Within the salary of the Pupil premium T.A</p>	<p>Autumn term 2017 2 x weekly for 15 - 30 minutes per session for each group. Continue this intervention for the rest of this academic year.</p>	<p>Baseline assessments in September to be compared at the end of a term. Re assessment takes place at the end of each 100 high frequency words to assess retention.</p> <p><u>Impact:</u> Group 1 children are motivated to learn using this intervention which effectively reinforces their class method of learning spellings. 4 / 5 children have had particular success using this method which has boosted confidence.</p> <p><u>Next steps:</u> to use the spellings within independent class writing. – Check and re check with the class teacher.</p> <p>Spring term impact: The children have been tested twice weekly on words taken from class learning errors. Group 2 children are very motivated with this intervention and aim to get words correct in order to swap 3 new words.</p> <p><u>Spring term next steps:</u> Move to level 3 red words, being mindful to revisit spellings periodically.</p> <p><u>Summer term impact::</u> Year 2 group of 2 – ‘green words’ were addressed and mainly recalled for independent use. Progress is slow however with ‘red tricky words’. The PP T.A feels this would be more efficient if administered daily.</p> <p>Year 3 group of 4 – This is a twice weekly intervention and spelling errors from class writing was a focal point. However, progress was not good and again more regular support may have been more beneficial.</p>
<p>EYFS Reception classes</p> <p>New intervention as of Spring 2018: ‘Talking partners’ programme.</p>	<p>Using strategies from the programme + sharing the story before working on it to develop story vocabulary and comprehension.</p> <ul style="list-style-type: none"> • To be active listeners. • Taking turns to speak / listen. • Describing a scene or character form the text. • Discussion around similarities and differences. • Asking / answering verbal questions. <p>Group of 4 EYFS children supported 3 x weekly by the PP T.A.</p>	<p>Within the salary of the Pupil premium T.A</p>	<p>Spring and Summer terms 2018.</p> <p>3 x 20-minute sessions per week.</p>	<p><u>Spring term impact:</u> The class teachers felt the intervention took a few weeks to show any impact in class, but after 3 weeks, the children were contributing more to class discussions.</p> <p>One C.T felt the 2 children from her class on this programme, showed more improvement in their written work.</p> <p>One of the other children is now better at verbalising a response to a question, whilst one child continues to struggle to give verbal responses of more than one word.</p> <p><u>Next steps:</u> To continue with level 3 asking questions with a variety of wh word question openers.</p> <p><u>Summer term impact:</u> Using strategies from this programme, the children are understanding how to be good, active listeners and to take turns with speaking / listening, especially during group news sessions, when sharing exciting news. Books have been used to have character interviews where a child wore a mask and answered verbal story questions in the first person. Class teacher feedback is that the programme helped all of the children to be more talkative than at the start of this learning and has also benefitted their writing.</p> <p><u>Next steps:</u> For these children to develop an understanding of answering questions based on future events.</p>

Intervention	What does this look like? Learning aims & Success criteria	Cost	Time frame	Impact Detailed at the end of each term.
<p>Year 1 Phonic knowledge 'gaps' for a disadvantaged child.</p>	<p>1 x weekly support on a 1:1, in addition to regular in- class phonic support.</p> <ul style="list-style-type: none"> • The 'Read, Write, Inc.' school phonic approach used to fill knowledge gaps. • Use of the Year 1 phonic assessment format using real and non-words. Sounds discussed and words created with the child. • Games and magnetic letters. • Multi-sensory approach. 	<p>Within the salary of the Pupil Premium manager.</p>	<p>School year.</p>	<p><u>Impact:</u> Impacting positively for reading/blending and writing. Book band movement whilst using phonics to blend / read with more confidence.</p> <p>An awareness of the strategy for blending phonemes to enable the children to read real and non- real words has had positive impact leading up to the Year 1 assessment.</p> <p><u>Summer term Impact:</u> This child reached the phonic assessment threshold this Summer, along with all disadvantaged pupils in Year 1.</p>
<p>Additional 1:1 reading for Ever 6 / FSM pupils: Personalised and focused teaching and learning as needed.</p> <p>In class support; other funding streams; parent volunteers and the 'buddies' system are also used to promote reading opportunities and a love of reading. Frequent opportunities to read provide valuable time to share texts.</p>	<ul style="list-style-type: none"> • To develop a variety of reading skills /strategies for independent reading. • To share new language within texts. • To complete KPI gaps, making progress in line with peers. • To increase confidence and self-esteem and promote a love of reading. 	<p>Listed within the PP staff salaries budget above .</p>	<p>Academic year 2017/'18</p> <p>15 – 20 mins 1:1 per child per week, or twice weekly as deemed necessary.</p>	<p>P.M. Benchmarking, teacher assessment and running records are administered on a regular basis to assess impact by the PP Manager/ class T.A's or C.T.</p> <p><u>Impact:</u> Progression through the book bands has been annotated on a graph for all EYFS and KS1 disadvantaged pupils, to demonstrate impact / progress.</p> <p><u>Spring and Summer term steps:</u> To further develop comprehension skills where necessary, particularly for upper KS2 children prior to their SATS in May.</p> <p>To support phonic 'gaps' as directed by class teachers pre the Year 1 phonics assessment in June, supporting reading and spelling skills for KS1 pupils.</p> <p><u>Summer Impact:</u> All KS1 disadvantaged children who were assessed for their phonic knowledge in June 2018, met the given National threshold.</p>

Intervention	What does this look like? Learning aims & Success criteria	Cost	Time frame	Impact Detailed at the end of each term.
<p>In-house 1:1 tutoring before the school day. Led by the Pupil Premium manager.</p>	<p>Child 1: Year 2 Aim: Meeting end of year expectations in writing skills in line with peers. Topic based support. Child 2: Year 6 To develop reading skills and support inference / comprehension of texts.</p> <p>Child 3: EYFS Aim: To support early reading skills, particularly phonic blend knowledge and to recognise letters in the child's name.</p>	<p>Within the salary of the Pupil Premium manager.</p>	<p>1 x 30 minute session per child per week throughout the year.</p> <p>October half term – May 2018.</p> <p>To continue into the Spring and Summer terms 2018.</p>	<p><u>Impact:</u> Writing skills improved with performance indicators highlighted by the C.T, showing half- termly progression.</p> <p>Opportunities to share a text with an adult and to share verbal comprehension have proved valuable. To continue into the Spring term. The child is conversing with more confidence and is able to discuss settings in texts and to blend cvc words using digraphs taught. Reading comprehension within mock SATS papers shared in these sessions from March – May, enabling the pupil to gain in confidence and to understand the lay-out and structure of the Yr 6 SATS papers.</p> <p>Early reading / book skills knowledge shared; by end of the Spring term most letters in the child's name were recognised by sound. Next steps: to continue with phonic learning gaps in sets 1 and 2. Strengthen reading strategies – teacher led focussed support. Provide additional weekly PP T.A support for this child during the Summer term. Impact: The child moved within a book band and has developed additional reading strategies. Next steps: Outside agency assessments – some funded from the PP grant, to provide specific learning strategies for KS1.</p>
<p>Additional support from In- house T.A.'s before or during, the school day.</p>	<p>FSM/Ever6 Child from Year 3 for 1:1 support. Literacy learning gaps as directed by the C.T.</p>	<p>Budget £400 per annum - costed within the staff salaries budget above.</p> <p>Additional free Breakfast club place within the PP costings.</p>	<p>Support throughout the Academic year. 3 x 20 minute sessions per week.</p>	<p><u>Autumn term:</u> Immense positive impact reported by the supporting T.A. The child has grown in confidence and progressed through the book bands. Writing grammar has also been addressed in these sessions. <u>Spring term impact:</u> The pupil continues to be more confident and to make steady progress with reading skills, leading to book band movement. Texts used are varied and since moving to a higher level of reading, the content allows more discussion, especially around global issues. Some miscues of suffixes in new words. Support to continue until the end of the academic year. <u>Summer term impact:</u> Significant positive impact this term., particular progress has been shown within comprehension and prediction skills. The pupil has progressed onto another new book band and is reading with more fluency and confidence. Next steps: PP T.A support is to continue into the new academic year.</p>
<p>Additional in-house staff Tutoring after the school day for a KS2 disadvantaged pupil.</p>	<p>Support 1:1 based on learning 'gaps' on Knowledge performance indicators for reading, as provided by the class teacher.</p>	<p>Autumn and Spring terms: £175</p>	<p>Autumn term '17 until mid – March '18.</p>	<p><u>Impact on reading</u> - In addition to reading regularly to an adult in school and gaining in confidence, 4 main areas of reading techniques have been supported and learnt. Next steps: After school intervention changed for the Summer term.</p>
<p>Additional T.A after the school day for a KS1 child.</p>	<p>Literacy support daily.</p>	<p>Spring term total: £118</p>	<p>March – May 2018 1 x 20 minutes daily.</p>	<p>Impact: This support continued less frequently after school in the Summer term and T.A support was then mainly provided within school hours. The pupil's attitude to reading has improved and progress was made with reading confidence.</p>
<p>Additional PP T.A supporting in Early years.</p>	<p>Small group or 1:1 support for up to 10 disadvantaged children, based on early learning goals.</p>	<p>£371</p>	<p>Summer term 2018 4 hour per week.</p>	<p>The children have all moved towards meeting targeted sections of their Early learning goals in the given areas of support. One child no longer needs this support,, the others will carry on into Year 1 and be monitored termly.</p>
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Intervention	What does this look like? Learning aims & Success criteria	Cost	Time frame	Impact Detailed at the end of each term.
KS2 for 3 Ever 6 /FSM pupils 'Tutor Doctor' support 1 x weekly after school.	<p><u>Autumn term 2017:</u> 5 x KS2 children funded on a 1:1 basis. Led by 'Tutor Doctor' tutors for half a term, then for an additional pupil after half-term. To boost abilities in Maths or Literacy and to target learning 'gaps' as advised by Class teachers.</p> <p>Spring term 2018:</p> <p>Summer term: 2 x KS2 pupils to complete their 10 weeks of support + additional KS2 pupils from Years 4 and 5.</p> <p>The priority for the tutor(s) will always be taking the time to understand every student and adapt teaching techniques to unlock their full learning potential.</p>	Cost for the academic year: £5,890	10 weeks of support 1 hour per week out of school hours for disadvantaged pupils during the academic year.	<p>Throughout 2017/'18, weekly reports re impact / progress were provided for each pupil via 'Tutor Doctor' and supplied to the Class teachers concerned, these detailed both areas of progress; strategies used; joint support and where appropriate, next learning goals for learning.</p> <p>Summer term impact: A KS2 child had been given extended tuition for the Summer term as the Class teacher saw really positive impact during the Spring term, both in Literacy and in confidence and learning. The child is now working at the expected level in Writing. Positive impact for 2 additional children. One is meeting her expected level in Literacy and the other engages in lessons more and is more able to check and improve his writing through editing.</p>
'Third space learning' 1 x weekly session per child after school.	<p><u>Autumn term 2017:</u> Targeting specific areas in Maths knowledge addressed on line for 6 x Upper KS2 children on a 1:1 basis.</p> <p><u>Spring term 2018:</u> 6 Upper KS2 children to continue and address specific learning gaps as per their assessment reports. 3 additional Upper KS2 disadvantaged pupils will begin this intervention.</p> <p><u>Summer term 2018:</u> 2 places secured.</p>	Budget: £3,000 for the academic year. Annual expenditure: £3,312	After school for one hour weekly.	<p><u>Autumn term Impact:</u> Initial assessments were compared to end of term assessments, then a progress report was provided for each pupil, detailing evidence for both reinforcement of skills and new learning. For the 6 x pupils, these gave data showing between 16% - 58% of new content had been learnt, with 29% - 71% of Maths knowledge having been reinforced. Next steps and areas of learning gaps were also detailed on the reports. All 6 pupils will continue into the Spring term to address these specific target areas. <u>Spring term impact:</u> All children have gained in confidence through 'Third Space' tutoring and are now accessing Maths in the classroom at the age-related expectation. Most are also on track to at least meet end of year expectations as gaps in learning have been closed. <u>Summer term impact:</u> 2 x Children from KS2 have received additional on-line Maths tuition this term. Initial assessments undertaken. Learning 'gaps' identified and supported, some met at greater depth. Pre learning of class work has proved especially beneficial as a focus for upcoming lessons.</p>
'Explore Learning'	On-line intervention out of school, for Maths and English, filling learning gaps. Supporting 2 disadvantaged pupils from KS2.	Expenditure: £238	Intervention out of school, at least twice weekly. Sept' – October 2017.	Intervention completed in October 2017. C.T's reported during pupil progress meetings that the positive impact was still measurable during the Spring term '18.

Intervention	What does this look like? Learning aims & Success criteria	Cost	Time frame	Impact Detailed at the end of each term.
Breakfast club provision	Offered as needed, particularly where attendance may be low or punctuality is an issue. New equipment purchased to benefit all children attending breakfast club.	Annual budget for ASC and Breakfast club plus clubs in school and all individual music lessons (see details of costings below) Budget: £6,500 Cost available for this club: £2 per child per session. £35	Throughout the course of the year as required.	Up to 15 disadvantaged children regularly use breakfast club, ongoing throughout the academic year. Most attend daily. Impact on attendance; punctuality and usage are monitored termly by SLT/Pupil premium manager and our attendance officer. Facility also used to provide as a base for 1:1 PP intervention support before the school day for some disadvantaged children and their siblings.
After school clubs - in school	Offering experiences where lack of funds may prevent / affect attendance of some disadvantaged pupils.	<u>After school clubs:</u> £456	Academic year 2017/'18	Completed impact questionnaires have been received from some disadvantaged pupils or their Parent/carers, showing evidence of new aspirations; enjoyment during the club sessions; increased confidence re skills, in specified areas.
Weekly Individual Music Lessons	Autumn term: 4 FSM/Ever 6 children have PPG funded weekly lessons in either ukulele; violin or drums. To promote a sense of enjoyment; well-being; rhythm; a love of music and the development of musicality and relaxation, whilst connecting both sides of the brain during focussed time. The children have some say in the direction in which they are heading. Spring term: All 4 disadvantaged pupils are to continue into the Spring term 2018 along with 1 additional child. Summer term: 5 pupils are to continue into the Summer term along with an additional KS2 FSM child supported by a second teacher.	<u>Teacher 1:</u> Autumn term 2017 total: £666.50 Spring term 2018 total: £692.90 Summer term 2018 total: £645.80 <u>Teacher 2:</u> Summer term 2018 £144	Autumn term 2017 4 x 20 minute individual lessons weekly for 6 weeks per half-term. Spring term 2018 5 x individual lessons weekly. Summer term 2018 6 x individual lessons. 1 x individual lesson.	Instruments taught in school by the 2 peripatetic teachers: Violin; guitar; drums and ukulele. <u>Impact:</u> Some of our disadvantaged children have performed on their instruments in a concert – in most cases this had been their first solo performance. Whilst a challenge for some pupils, they met this and performed to an appreciative audience which gave a confidence boost and sense of achievement. The pupils have been creative during their lessons, having both Improvisation and composition opportunities, giving an effective outlet for expression and creativity. Practice at home can sometimes be difficult to maintain, but for those who do this, the rate of progression has been faster and the lessons more enjoyable. <u>Summer term review teacher 1:</u> For most pupils, playing on a 1:1 basis has improved their confidence. All are keeping up their interest and are keen to continue with their chosen instruments, even if transitioning to Secondary school. Chord knowledge is expanding, particularly for the 2 pupils learning the ukulele, meaning the pupils can play their favourite tunes. 2 pupils gave much appreciated solo performances at the school Summer concert ; school Summer fayre and /or during the grandparent's afternoon tea alongside their teacher. This again boosted their confidence in performance skills.

Intervention	What does this look like? Learning aims & Success criteria	Cost	Time frame	Impact Detailed at the end of each term.
<p>Family link worker Support working with children and their families, including all disadvantaged children - as required.</p>	<p>Parenting support for families and parents linked to specific needs, including parenting classes and 1:1 support. To help develop an effective working partnership between school and home. To support parents with parenting strategies. <u>Autumn term 2017:</u> A minimum of 20 disadvantaged children and families will be supported in specific target areas. Others will be in contact with the FLW on a regular needs /ongoing basis. <u>Spring term 2018:</u> At least 24 disadvantaged children and families to be supported this term. <u>Summer term 2018:</u> A minimum of 36 disadvantaged children and families are to be supported this term.</p> <p>Specific training session for the FLW.</p>	<p>Cost for the academic year: £23,588</p> <p>INSIGHT Training @ £70 per term. Total £210 per annum.</p>	<p>Throughout the academic year 2017/18</p> <p>Termly</p>	<p>As appropriate, the Family link worker liaises with parents / carers in supporting attendance; completion of forms; providing advice and support to all families where needed – this will be ongoing throughout the academic year, providing first class confidential and professional support.</p>
<p>ELSA's x 2 (Part-time.) Samples of Interventions as listed below are funded within the ELSA budget. Additional interventions and strategies are used on a needs basis. Some children are supported by an ELSA during playtimes to support anxiety levels and in some cases, interaction with peers.</p>	<p>2 x part time ELSA T.A's and specific training/equipment.</p>	<p>Annual budget: Salaries £13,694</p> <p>+ Annual cost of E.P training for 2 ELSA's = £234 + additional ELSA resources / books = £377.31</p>	<p>Throughout the academic year 2017/18</p>	<p>Impact is confidential and relates to specific interventions. This is provided half-termly. Meetings / discussions re next steps are also half-termly. Samples of some impact data is listed below:</p> <p><u>Summer term 2018:</u> Playground support: Improved interaction with other children has been a positive impact for this ELSA support. Future needs will be discussed and where deemed necessary, arranged into the new academic year.</p>
<p>'Circle of friends'</p>	<p>Aim: To promote inclusion within school and to develop socialisation / friendship. Group of lower KS2 children.</p>		<p>5 weeks of support.</p>	<p>Autumn term 2017 <u>Impact:</u> 2 out of 3 children were able to more readily negotiate with others and manage conflict following this intervention. Next steps: In the near future, possibly a different friendship intervention for child 3.</p>

Intervention	What does this look like? Learning aims & Success criteria	Cost	Time frame	Impact Detailed at the end of each term.
'Drawing and Talking'	Aim: To help with underlying emotional difficulties that may be affecting learning and behaviour. To draw with a person with whom they feel comfortable, regularly, at the same time each week.		Autumn term 2017 Supporting a child for 30 minutes support weekly or 10 – 12 weeks.	3 children participated 1:1 during the Autumn term. A successful intervention for an individual child. 2 to complete their support in the Spring term '18. <u>Summer term:</u> 3 children were supported on a 1:1 basis by an ELSA for their emotional needs. They have now explored different emotions and can recognise them pictorially. A range of strategies have been discussed to support the children as they become frustrated. This has impacted positively both in school and during home 'outbursts' of frustration.
'Happy to be me'	Aim: To help increase self-confidence and social skills 1:1 or within a small group. EYFS intervention will be ELSA led, adapted to this age group.		Sept' – Oct' 2017: KS1 group of 3 children supported for 5 weeks. Oct' – Dec' 2017 1:1 support for 5 weeks. 2 x groups of 5 EYFS children initially for 5 weeks in the Summer term 2018.	All were deemed to have benefitted from the course, fully meeting the expectation of the ELSA. Child now able to identify good qualities in himself and celebrate success. Resilience has grown. Certificates presented on completion to celebrate taking part. <u>Summer term impact:</u> A child has grown in confidence and can now recognise their personal strengths following this support.
Aspiration group	Alternate weeks of support for KS2 children in a group. Activities and discussions planned and led by the ELSA.		Summer term 2018 1 hour per session.	<u>Summer term impact:</u> Resilience is building amongst the children who were supported in attempting to meet their aspirations, with all having a more positive outlook on the future following ELSA support. Trips based on the children's aspirations from the academic year, are being discussed.
Lego therapy	Lego therapy provides a potentially promising approach to improving social skills in children, especially those with ASD, by applying the therapeutic benefits of play.		Within a term, small groups of children are supported in school by an ELSA or by their class T.A's.	Questionnaire completed by C.T at the start and end point re this intervention for the ELSA to monitor the impact for each child. <u>Autumn term Impact:</u> 2 x KS1 disadvantaged children have been able to develop their speaking and listening skills. This intervention did not suit one pupil as he struggled with turn taking, so a different approach will be used in the near future.
Further interventions are available and used throughout the year as needed, these can include: 'Resilience'; Social skills; 'Emotional regulation'; 'Anger management'; 'Nurturing and caring group'; 'What to do when tempers flare' programme; craft activities with relaxation; 'Preparation for change' including transition; Anxiety/ worrying; Sleep issues. Lunchtime club is provided daily. Children attend on a needs basis, some of whom are funded from the Pupil premium grant, supported by 2 ELSA's or T.A's.	<u>Aim:</u> For children to have a calm place to go to at lunchtime if needed.	Mostly within ELSA salary costings above. Annual budget allowance to cover staff absence: £450	2 – 10 week length of support provided on a needs basis. Offered daily in school.	An increase from a baseline questionnaire completed by the class teacher is assessed for comparison on completion of the intervention(s) and kept as confidential evidence by the ELSA / school management team. Next steps will be discussed and agreed with C.T /Senior leadership team and the FLW half-termly. <u>Impact:</u> Children who attend have a more successful lunchtime and most enter the classroom after lunchtime ready to learn. Additional 1:1 staffing due to staff absences have been funded where needed.

Additional projected Provision during 2017/18	What does this look like?	Cost	Time frame	Impact
PP resources used within interventions plus EYFS Goody bags created for potential disadvantaged children, especially those known to be in receipt of EY PP, starting at Beaufort school in September 2018	Resources to enhance PP T.A and manager intervention support. Goody bags: Our aim is to encourage families to engage in learning before their child starts school and to make families aware of the pupil premium grant funding available. To encourage those eligible to apply for the Pupil premium grant.	£710	The 'goody bags' will be available for the EYFS staff during home visits in May and June '18 and at play dates at Beaufort school during the Summer term 2018.	To engage with new EYFS families making them aware of the Pupil premium grant application form. Forms completed by families and passed back to school by July 2018, for consideration in meeting the criteria, in readiness for the Autumn 2018. To gain the maximum number of pupils eligible for the pupil premium grant, supporting them for the next academic year.
Access to a transition project: Transition from Year 6 to secondary school	Transition support with the move to secondary school. This allows the children to get to know the secondary school before they start in September 2018.	£80	Visit days during the Summer term 2018.	In conjunction with strategies led by the Deputy Head teacher and SENCO, help to alleviate anxieties and wellbeing around the move to a new school.
Part - funding of Upper KS2 FSM children, for residential trips in 2018.	Following requests, 12 children have received part payment on receipt of an initial deposit. Families of KS2 children eligible for pupil premium grant funding may request financial support towards the cost of residential trips, after paying an initial deposit this can be considered, in addition to a portion of bursary funding where applicable.	£1,000	June 2018	Enabling children from disadvantaged families to fully participate in all areas of their learning. Letters were received from some parents acknowledging the positive impact of this support.
Milk for FSM children		Annual Budget £600	Daily throughout 2017/18	
Additional expenditure from the Pupil Premium grant budget for the academic year, will include: Pastoral resources; Pupil premium intervention resources and equipment/consumables. E.P; EAL and language support by a REMA teaching assistant/in-class support for specific disadvantaged children on a needs basis.	Additional expenditure <u>includes</u> the following: In class support from a bilingual support worker, using pupil's first language. E.P private assessment. More able Writers day x 6 FSM/Ever6 pupils from Years 5 and 6 Autumn '17. More able Maths x 2 FSM/Ever6 upper KS2 pupils.	General annual budget: £4,000 <u>Examples</u> of some funding: 4 x 2 hour sessions = £320. £795 £30 per pupil =£180 £57.60 + £90	Throughout 2017/18 January – March 2018 One day workshop 22/11/2017 One day workshops	

<p>Monies towards school visits/trips and workshops; finance towards swimming lessons, trips & visiting drama productions - part funding.</p> <p>Additional SNA support for a disadvantaged LAC pupil on request of SLT.</p>	<p>'More able Maths' x 3 Year 1 children.</p> <p>More able writers' day x 5 pupils from lower KS2, March '18.</p> <p>Attendance of Upper KS2 pupils to the 'Tante Marie' cookery school for workshops led by Surrey schools learning partnership, 2 FSM /ever6 pupils per workshop.</p> <p>PP part funding on request, towards trips / swimming.</p> <p>1 hour per week</p>	<p>£30 per pupil =£150</p> <p>2 pupils x £15 per pupil per workshop = £60 p.a</p> <p>£650</p> <p>£412</p>	<p>May 2018</p> <p>One day workshops 25/11/2017 3/3/2018</p> <p>Academic year</p> <p>October 2017 – July 2018</p>	
<p>Budget set aside for Learning and language assessment as needed.</p>	<p>Request for Outside agency support to assist in carrying out assessments to find areas of need, giving strategies / methods/ sharing best practice.</p>	<p>£455</p>	<p>May /June 2018 2 children received individual Learning and Language assessments and reports.</p>	<p>Impact: Direction in areas of need, with reports giving specific methods of support and strategic advice.</p>

Data compiled by Adele Jones, Pupil premium manager in conjunction with the Business manager Mrs Jamie Oxborough.

Any outstanding grant at the end of August 2018, will be carried forward to the new academic year as per National guidelines.