



## Beaufort Primary School

### Information re pupil premium grant expenditure for the year 2018 - 2019

Pupil premium Grant funding for the financial year 2018 / 2019, as based on the Census in January 2018: **£98,540**

Total number of pupils on roll from EYFS to Year 6: 433 as of July 2019.

Total numbers of disadvantaged pupils eligible for Pupil Premium grant funding as of July 2019: 78

1 child is funded at the service ever6 rate of £300 per annum. 4 post Looked After Children will be supported.

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

Please note, any monies not used will be carried over to the next school year for our disadvantaged pupils.

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

Additional provision has been made by the school to fund a SEND Teaching Assistant to support children throughout the year, including some who are SEND/Pupil Premium, 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><b>Interventions led by 2 x part time Pupil premium grant funded T.A's &amp; 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</b></p>		<p>Annual salary Budget: <b>£27,600</b></p>		
<p>Intervention resources and equipment / consumables, for disadvantaged pupils.</p> <p>EYFS Goody bags created for potential disadvantaged children, especially those known to be in receipt of EY PP, starting at Beaufort school in September 2019.</p>	<p>Educational resources /equipment, purchased for use within Literacy and Maths interventions.</p> <p>Our aim is to encourage families to engage in learning before the child starts school and to make families aware of the pupil premium funding available and encourage them to apply for the Pupil premium grant.</p>	<p>Budget: <b>£1,000</b></p>	<p>Throughout the academic year.</p> <p>The 'goody bags' are now available both for the EYFS staff to give out during home visits in May and June 2019 and at play dates at Beaufort school during the Summer term 2019.</p>	<p>Throughout the year, new and exciting equipment has been purchased and provided for both 1:1 and small group support – and used for disadvantaged pupils alongside class resources. <u>This included:</u> New story books; Phonic games &amp; mats in readiness for the Year 1 phonic assessment; Maths equipment for in class and group support, as used by the PP T.A's; Reward stickers; a writing wedge and pens; recordable resources for support with recall when writing &amp; wooden sequencing resources.</p> <p>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 2019, for consideration in meeting the criteria, in readiness for Autumn 2019. To gain the maximum number of pupils eligible for the pupil premium grant.</p> <ul style="list-style-type: none"> <li>This process worked efficiently during home visits and at 'Get to know the teacher' sessions. As of July 2019, several completed forms have been returned, to begin the PP grant application process for EYFS in September '19.</li> </ul>
<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 (s) concerned.</p>	<p>Within the salaries of the Pupil premium T.A's.</p>	<p>Throughout the academic year.</p>	<p><u>General Impact:</u> Effectiveness shared at termly pupil progress review meetings which is led and analysed by Senior management. Regular PP T.A/Class teacher discussions with termly progress /impact reports provided by the PP T.A's for the C.T's and pupil premium manager.</p>

Intervention	What does this look like? Learning aims & Success criteria	Cost	Time frame	Impact <b>Detailed at the end of each term.</b>
<p><b>1<sup>st</sup> class@number</b>            Maths intervention group support.            Autumn term '18 PP T.A was using a primary Maths Number intervention.</p>	<p>To address specific misconceptions and learning gaps in Maths learning:            Autumn term '18: 2 x Year 2 pupils.            Spring term 2019: 2 x Year 2 disadvantaged pupils.            Summer term 2019: 3 x Year 2 disadvantaged pupils.</p>	<p>Within the salaries of the Pupil premium T.A.</p>	<p>Academic year</p>	<p>Impact is taken from a Sandwell test baseline and this will be re-administered on completion of a Maths programme to give improvement indicators. Regular liaison with the class teacher (s) re Maths data analysis + a baseline assessment will be made which will be compared on completion of this intervention to show impact.</p> <p>Autumn term 2018 impact: Maths level scores improved from a baseline score using the 'Number programme' topic 1, recognising numbers and place value. Frequent repetition has had a small but positive impact on their class Maths learning.</p> <p>Spring term 2019. This term, the same children have been supported using the Primary Maths Intervention in Number programme, as recommended by the Maths co-ordinator. Topics where learning 'gaps' had been recognised, were supported. Proficiency in targeted Maths topic areas has increased and next steps will be ascertained by the PP T.A in liaison with class teacher.</p> <p>Summer term 2019: The programme of support moved on to the 'Primary Maths intervention in Number' programme as rec' by the Maths co-ordinator. Topics of learning aimed at KS1 have been completed by 3 pupils, supported by a PP T.A. The Sandwell test used in July, gave impact indicators: Two pupils who have been assessed, have moved up significantly in level(s). One pupil made small steps of progress.</p> <p>Learning gaps ascertained from these tests and the Year 2 SATS, will be re-visited into the next academic year for all 3 pupils.</p>

Intervention	What does this look like? Learning aims & Success criteria	Cost	Time frame	Impact <b>Detailed at the end of each term.</b>
<p><b>Year 1 x 4 disadvantaged pupils, twice weekly.</b></p> <p><b>'Talking partners'</b> 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"> <li>• To be active listeners.</li> <li>• Taking turns to speak / listen.</li> <li>• Describing a scene or character form the text.</li> <li>• Discussion around similarities and differences.</li> <li>• <b>Asking / answering verbal questions.</b></li> </ul> <p>Group of 4 Year 1 children who had been supported during their Early years, supported 2 x weekly by the PP T.A to complete the intervention.</p> <p>For these children to recap' some strategies within this programme and to develop an understanding of answering verbal questions based on future events; enquiry and elimination skills.</p>	<p>Within the salary of the Pupil premium T.A</p>	<p>Autumn term 2018</p> <p>2 x 20-minute sessions per week.</p>	<p>Autumn term 2018 impact: All 4 children are more talkative than when they started this programme. Language skills have been based on enquiry and elimination this term. One child is less forthcoming and can rely on others for correct verbal answers. The group have enjoyed this intervention programme. Intervention to stop in agreement with the class teachers.</p> <p>From January 2019 onwards, all children in EYFS (Reception) who need the 'Talking partners' intervention, will be supported within their setting by EYFS staff who have been trained in leading this intervention.</p>

Intervention	What does this look like? Learning aims & Success criteria	Cost	Time frame	Impact  <b>Detailed at the end of each term.</b>
<p><b>Year 4</b> Phonic knowledge support based on the school 'Read, Write, Inc' programme.</p>	<p>1 x weekly support on a 1:3, in addition to regular in- class phonic support by the class T.A. Support is based on the same phonemes.</p> <ul style="list-style-type: none"> <li>• The 'Read, Write, Inc' school phonic approach used to revise and fill knowledge gaps.</li> <li>• Use of the phonic assessment format using real and non-words. Sounds discussed and words created.</li> <li>• Magnetic letters/white board.</li> <li>• Bean bags with lower case and capital letter comparisons.</li> <li>• Circular phoneme mats used to create phonic group games.</li> </ul>	<p>Within the salary of the Pupil Premium manager and class T.A.</p>	<p>Autumn term 2018</p>	<p><u>Impact:</u> Set 3 'Read, write, inc' phonemes have been addressed throughout the term. PIRA scores have improved following both this intervention and in-class support led by the class T.A. One child has developed his comprehension skills within the term and reached a high score on assessment above those of his peers. <u>Spring term 2019:</u> To continue until February half-term. Due to progress made, the Pupil premium manager has now handed the phonic learning 'gaps' / support needed to the class T.A who has continued with specific sounds and resources as recommended. <u>Summer term 2019:</u> 2 x Year 4 disadvantaged pupils are now working through the 'Read, Write, Inc' phonic programme at level 7. This programme works particularly well in sourcing language 'gaps' and commonly known expressions. Both children have engaged fully and made progress throughout the academic year.</p>
<p>Additional 1:1 reading for several disadvantaged 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"> <li>• To develop a variety of reading skills /strategies for independent reading.</li> <li>• To share new language within texts.</li> <li>• To complete KPI gaps, to ensure progress is in line with peers.</li> <li>• To increase confidence and self-esteem and promote a love of reading.</li> </ul>	<p>Within the staff salaries budget for the 2 x PP T.A's and PP manager.</p>	<p>Academic year 2018/19</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 have been administered by the PP Manager/ class T.A's or C.T .on a regular basis, to assess and track impact. Copies on file and used to discover next steps in reading. Progression through the book bands has been placed on a graph is updated each half term by the pupil premium manager, for all KS1 disadvantaged pupils. This visually demonstrates impact / progress and enables monitoring during termly pupil progress meetings, with decisions taken with regard to specific support for disadvantaged pupils.</p>

Intervention	What does this look like? Learning aims & Success criteria	Cost	Time frame	Impact  <b>Detailed at the end of each term.</b>
<p>In-house 1:1 tutoring before the school day. Led by the Pupil Premium manager.</p>	<p>Child 1: Year 3 Aim: To develop writing skills; recall of information and to develop basic written punctuation. Use of outside agency advice.</p> <p>Child 2: Year 3 for the Autumn term only. Aim: To further develop reading skills with an adult, on a 1:1 basis. Spring term 2019 onwards, a Year 1 child has been supported.</p> <p>Child 3: Year 1 twice weekly support. Aim: To support early reading skills, particularly using phonic blend knowledge from set 2 of the 'Read, write, Inc' programme and to recognise all lower case and capital letters by name/sound.</p>	<p>Within the salary of the Pupil Premium manager.</p>	<p>1 x 30 minute session per week per child for the Autumn term '18.</p> <p>Autumn term 2018</p>	<p><u>Autumn term impact:</u> Improvement with independent punctuation. Topic work as chosen by the pupil, is motivational and proving very successful. <u>Spring term 2019:</u> Topic 1 was completed during the term. The topic approach gave the pupil more enthusiasm for writing. New topic started in late March – to continue until March 2019. <u>Impact:</u> Progress has been made in movement of book bands and reading confidence./ independent strategies to attempt new words. Comprehension of a text has improved and demonstrated in P.M benchmarking. Discussions have taken place around new vocabulary in context, with pictorial clues used as appropriate.</p>
<p>Additional support from an In- house T.A before the school day.</p>	<p>A disadvantaged child from Year 4 for 1:1 support. Literacy learning gaps, mainly in reading, as directed by the C.T.</p>	<p>Budget of <b>£450</b> per annum - as listed in PP salaries above. Additional free Breakfast club place 3 x weekly.</p>	<p>Support for the academic year. 3 x 20 minute sessions per week.</p>	<p><u>Spring term impact:</u> The Year 1 pupil has made slow progress. Progress made in regard to the use of taught reading strategies with the addition of an independent use of phonics, to support the sounding out then blending of new words. Summer term impact: The Year 1pupil has now moved up a book band and with additional adult support passed the phonic Year 1 assessment in June 2019. Steady progress has been made with regular support. The pupil is selecting a variety of texts to read and is now self-correcting and reading more whole words by sight. Led by the T.A, the pupil is also contributing to discussions about each book whilst developing inference skills.</p>
<p>Additional in-house teacher support after the school day for 2 KS1 children.</p>	<p>Literacy support on a 1:1 basis for 30 minutes per pupil, for learning 'gaps' on Knowledge performance indicators in reading/writing, as provided by the class teacher(s).</p>	<p>Budget of <b>£750</b> per annum</p>	<p>Autumn term 2018 2 x 30 minute sessions per week, for 12 weeks.</p>	<p><u>Autumn term impact:</u> The children attended after school on a regular basis. Both pupils are now a lot more confident with reading and are more motivated to read. Spring term impact: continued in a different format supported by the Pupil premium manager: <u>Spring and Summer impact:</u> 1:1 reading strategy support with a Year 1 pupil, impacted positively and the child has moved up through book bands to become in line with his peers. Two groups of children from Year 1 have been supported in learning phonic 'gaps', three are disadvantaged pupils. This gave preparation for the Year 1 phonic assessment during the Summer term. <u>Impact:</u> 3 / 3 disadvantaged pupils passed their phonic screening.</p>
<p>Additional PP T.A support in Years 1 and 3.</p>	<p>Spring &amp; Summer terms: phonic intervention to prepare for the Year 1 National phonic assessment.</p> <p>Timetabled small group or 1:1 support, both in and out of class – dependant on the need of the pupil(s). Support based on learning 'gaps' in liaison with the class teacher(s.)</p>	<p>Costed within the PP staff salaries budget above.</p>	<p>Autumn term 2018.</p>	<p><u>Impact: Autumn term '18</u> Enjoyable learning environment. The child in Year 3 self- challenges re his choice of books, especially enjoying topic related books. Fluency and confidence is developing. Comprehension skills and predictions based on the text continue to improve. With writing support mainly for grammatical issues, the pupil(s) show great resilience and perseverance. PP T.A. support to continue until February '19 then to be supported by the PP. Manager into the Summer term.</p>

Intervention	What does this look like? Learning aims & Success criteria	Cost	Time frame	Impact <b>Detailed at the end of each term.</b>
<p>'Tutordocor' intervention. Upper KS2. Mostly supporting Literacy skills.</p> <p>'Thirdspace' Maths learning tuition on -line.</p>	<p><u>Autumn term 2018:</u> 5 x KS2 children funded on a 1:1 basis. Led by a 'Tutor Doctor' tutor. To boost abilities in Literacy and to target learning 'gaps' as advised by Class teachers.</p> <p><u>Spring term 2019:</u> 5 Upper KS2 pupils will be supported in Literacy, after school.</p> <p><u>Summer term 2019:</u> 5 x KS2 pupils will be supported in Literacy and / or Maths.</p> <p>The priority for the tutor(s) will always be taking the time to understand every student in liaison with the class teacher and will adapt teaching techniques to unlock their full learning potential.</p> <p><u>Academic year 2018 - 19</u> Targeting specific areas in Maths knowledge addressed after school on- line, for 6 x KS2 children per term, on a 1:1 basis.</p>	<p>Budget: <b>£6,500</b> (For the academic year.)</p> <p>Autumn term cost: £1,134 Spring term cost: £1,134 Summer term cost: £1,134</p> <p>Expenditure: <b>£3,402</b></p>	<p>10 weeks of support in a term. 1 hour per week out of school hours.</p> <p>10 weeks of support + 3 additional week's pre the May 2019 SATS testing for 3 Year 6 pupils.</p> <p>10 weeks of support for 1 hour per pupil on a 1:1 basis.</p> <p>After school once per week for one hour.</p>	<p>This intervention will run throughout 2018/19, with different pupils, based on data. Weekly reports re impact / progress will be provided for each pupil via 'Tutor Doctor' and supplied to the Class teachers. These reports detail areas of progress; strategies used; joint support and where appropriate, next learning goals.</p> <p>Reports are received weekly and liaising takes place With the class teacher(s) of learning 'gaps'.</p> <p>Writing impact Spring and Summer terms: Year 6 pupils Two disadvantaged children secured their current level and achieved many elements of the next level up. One child made accelerated progress. Years 3 – 5: By the end of the school year, all supported children made accelerated progress compared to the previous year. For 2 pupils, spelling will be a focus as 'next steps' for learning.</p> <p><u>Impact:</u> Initial assessments are completed and compared to re-assessments at the end of each term. A progress report is provided for the class teacher of each pupil, detailing evidence for both reinforcement of skills and new learning.</p> <p><u>End of the Summer term 2019:</u> Two disadvantaged Year 6 pupils made good progress from the start of the academic year. Year 5: All pupils made progress. Two have secured many elements of learning at Greater depth and have the potential to achieve this in Year 6 SATS. For two additional pupils, targeted support into Year 6 will be given in specific areas of Maths learning in order to secure the next level of learning.</p>

Intervention	What does this look like? Learning aims & Success criteria	Cost	Time frame	Impact  <b>Detailed at the end of each term.</b>
<b>Breakfast club provision</b>	Offered as needed, particularly where attendance may be low or punctuality is an issue.  New equipment purchased to benefit all children attending breakfast and the after school club.	Annual budget for ASC and Breakfast club plus clubs in school and all individual music lessons (see details of costings below) <b>Budget: £3,000</b>  Cost available for this club: £2 per child per session.  Autumn term: <b>£693.98</b>	Throughout the year as required.	Several children, for whom the school is in receipt of the pupil premium grant, regularly use breakfast club which is ongoing throughout the academic year. Most attend daily.  Impact on attendance; punctuality and usage are monitored termly by the Pupil premium manager and our attendance officer, Mrs B. Carr. Facility also used to provide a base for 1: 1 PP intervention support occurring before the school day for some disadvantaged children and their siblings.
<b>After school clubs - in school, not sports clubs.</b>	Part funding - Offering experiences where lack of funds may prevent / affect attendance of some disadvantaged pupils.	Annual budget <b>£1,000</b>	Academic year 2018/19	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.
<b>Weekly Individual Music Lessons</b>	Autumn term 2018: 3 FSM/Ever 6 children have PPG funded weekly lessons 1:1, in either 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. To boost confidence and self-esteem.  1 disadvantaged pupil is to receive guitar tuition, supported by a second Peripatetic teacher.  1 disadvantaged KS1 pupil is to receive piano tuition, supported by a third Peripatetic teacher.	Annual budget : <b>£1,000</b>	Autumn term 2018 2 x 20 minute and 1 x 30 minute individual lessons weekly for approx' 6 weeks per half-term.  Summer term 1 x 20 minute individual lesson per week.  1 x individual lesson per week.  1 x individual lesson of 30 minutes per week.	Instruments taught in school by the 3 peripatetic teachers: Violin; guitar; piano; drums and ukulele are available. <u>Autumn Impact:</u> Limited impact as two children stopped their instrumental support at half-term.  <u>Summer term impact:</u> May 2019 A disadvantaged child started drumming lessons for 20 mins per week. The child is very enthusiastic about this learning opportunity and is making good progress. To continue into the next academic year.  <u>Autumn term impact:</u> The pupil has shown enthusiasm and a willingness to learn. Her technical skills on the guitar have improved and she is extremely on task. Spring term impact: During the term, this pupil has performed at a school show, playing in an elaborate classic jazz style. <u>Summer term impact:</u> This pupil has made significant progress and is now preparing for the grade 1 guitar exam'.  <u>Summer term impact:</u> A KS1 pupil started weekly piano lessons and has moved to the next level of Peripatetic tuition. To continue into KS2.



Intervention	What does this look like? Learning aims & Success criteria	Cost	Time frame	Impact
<p><b>Family link worker</b> Support working with children and their families, including all disadvantaged children - as required.</p> <p>The FLW advises the Senior management team as any needs arise.</p> <p>The FLW supports and mentors our 2 ELSA's in delivering appropriate interventions.</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.</p> <p><u>Autumn term 2018:</u> A minimum of 33 disadvantaged children and families will be supported in specific target areas. Others will be in contact with the FLW on a needs /ongoing basis.</p> <p><u>Spring term 2019:</u> A minimum of 36 disadvantaged children and families will be supported in specific areas of need.</p> <p><u>Summer term 2019:</u> A minimum of 23 disadvantaged children and families will be supported in specific target areas.</p> <p>Throughout the academic year: Families are kept fully informed re all support and give permissions pre the ELSA becoming involved.</p> <p>Specific training sessions for the FLW.</p>	<p>Salary budget for the academic year: <b>£35,533.00</b></p> <p>INSIGHT Training @ <b>£70</b> per term. Supervision. Total budget: <b>£175</b> Autumn term Lower rate of <b>£35</b> <b>Spring term £70</b> <b>Summer term £70</b></p>	<p>Throughout the academic year 2018/19</p> <p>Termly</p>	<p><b>Detailed at the end of each term.</b></p> <p>As appropriate, throughout the academic year, 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>Assemblies for all children have included the needs of young carers. Beaufort Primary school received the Surrey Young carers 'angel' award in July 2019.</p>

Intervention	What does this look like? Learning aims & Success criteria	Cost	Time frame	Impact <b>Detailed at the end of each term.</b>
<p><b>2 x ELSA's (Part-time.)</b>  <b>To support a variety of needs, including: supporting anxiety/positive thinking; managing emotions; kind hands/being kind to others; relaxation strategies; supporting siblings of children with medical needs.</b>  <u>Samples of Interventions</u> as listed below are funded within the ELSA budget.  <b>Additional interventions and strategies are used on a needs basis.</b>  <b>Some children are supported by an ELSA during playtimes to support anxiety levels and in some cases, their interaction with peers.</b></p>	<p>Part time ELSA support in school and specific training/equipment.</p>	<p>Annual salary budget:  <b>£10,100</b></p> <p>+ Annual cost of E.P training for 1 ELSA = <b>£200</b></p> <p>+Spring term 2019: <b>£50</b> for specific ELSA training</p> <p>+ additional ELSA resources Budget: <b>£700 p.a.</b></p> <p><b>Autumn term 2018 :</b>  'Happy secrets' choose to cope training resources and 'mood' capes: <b>£251</b>  <b>Spring term 2019:</b>  4 x Nexus boards £100  Summer term 2019:  Books for ELSA's to use during interventions <b>£45.50</b></p>	<p>Throughout the academic year.</p>	<p>Impact is confidential and relates to specific interventions. This is provided half-termly. Meetings / discussions re next steps are held half-termly. A questionnaire is completed by the child's C.T at the start and end point re ELSA supported interventions for the ELSA to monitor the impact for each child.</p> <p>In accordance with Surrey guidelines, an ELSA attends termly training to keep her ELSA status current.</p> <p><u>Impact:</u> Training re Intervention support keeps our standards of practise high.</p> <p><b>Please note: Due to confidentiality, only <u>samples</u> of some ELSA led support with impact is listed below.</b></p>
<p><b>Anxiety support</b></p>	<p>Aim: To practise calming strategies in order to reduce anxiety.  To use an anxiety scale in school and to practise own calming strategies.</p> <p>Anxiety / craft activities in a group of 2 KS2 pupils.</p> <p>Anxiety / relaxation intervention support.</p> <p>'Choose to cope' intervention.</p>		<p>5 weeks of support 2<sup>nd</sup> half Autumn tem.</p> <p>5 weeks of support 2<sup>nd</sup> half Spring term '19</p> <p>5 weeks of support 1:1 2<sup>nd</sup> half Spring term '19.</p> <p>2<sup>nd</sup> half Summer term '19.</p>	<p>Impact: Pupils were given opportunities to share their anxieties. They made their own anxiety scale and practised calming techniques to use when anxious, in order to reduce anxiety in school and at home.</p> <p>Whilst completing craft activities, the children practised relaxation activities and as appropriate, shared worries with the ELSA.</p> <p>Confidential evaluation received.</p> <p>Impact: Individual children have begun to learn strategies to use in reducing anxiety.  The making of personal calming strategies work on the child recognising how they feel at various levels of anxiety and in reducing their anxiety from the highest to lowest level.</p>

Intervention	What does this look like? Learning aims & Success criteria	Cost	Time frame	Impact  <b>Detailed at the end of each term.</b>
<p><b>'Circle of friends'</b></p> <p><b>'Friendship /social skills</b></p> <p><b>Craft activities / build a relationship.</b></p>	<p>Aim: To promote inclusion within school and to develop socialisation / friendship.</p> <p>To understand personal space and to learn social skills.</p> <p>To make crafts with a friend. To become confident in sharing ideas and thoughts.</p>		<p>5 weeks of support. 1<sup>st</sup> half Autumn term.</p> <p>Ongoing support for selected individual pupils throughout the academic year.</p> <p>Summer term 2019</p>	<p>Written impact provided half -termly to Pupil premium manager.</p> <p><u>Impact:</u> Children have become confident to talk and to share their thoughts and ideas.</p>
<p><b>'Drawing and Talking'</b></p>	<p>Aim: To help with underlying emotional difficulties that may be affecting learning and behaviour.</p> <p>To draw with a person with whom the pupil feels comfortable, regularly and at the same time each week.</p>		<p>5 weeks of support.</p>	
<p><b>'Happy to be me'</b></p> <p><b>'Happy to be us'</b></p>	<p>Aim: To help increase self-confidence and social skills 1:1 or within a small group. EYFS intervention as appropriate will be ELSA led and adapted to best support this age group.</p>		<p>Spring term: 5 weeks of support.</p>	<p>Positive impact: The ELSA supported the 'Happy to be us' intervention with a group of 2 KS2 children. They were fully involved and enthusiastic, worked well together and made progress in taking turns. Both to finish ELSA support.</p>
<p><b>Lego therapy</b></p>	<p>Lego therapy provides a potentially promising approach to improving social skills in children, especially those with ASD, by applying the therapeutic benefits of play.</p>		<p>Within a term, small groups of children are supported in school by an ELSA or by their class T.A.</p>	<p>Questionnaire completed by C.T at the start and end point re this intervention for the ELSA to monitor the impact for each child.</p> <p><u>Autumn term 2<sup>nd</sup> half Impact:</u> 3 children worked in a group. They took turns to give instructions and to be patient when listening to others / following instructions. All have now finished this intervention.</p>
<p>Further interventions are available and used throughout the year as needed, these can include: 'Resilience'; Social skills; 'Emotional regulation'; 'Anger management'; 'Can cope' intervention; 'Nurturing and caring group'; 'What to do when tempers flare' programme; craft activities with relaxation; 'Preparation for change' including transition; Anxiety/ worrying; Sleep issues.</p> <p>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 an ELSA with a T.A. /SNA.</p>	<p><u>Aim:</u> For children to have a calm place to go to at lunchtime if needed.</p> <p>Additional staffing due to staff absences will be funded when needed.</p>	<p>Mostly within ELSA salary costings above.</p> <p>Annual budget allowance to cover staff absence: <b>£450</b></p>	<p>2 – 10 week length of support provided on a needs basis.</p> <p>Offered daily in school.</p>	<p>An increase from a baseline questionnaire is completed by the class teacher and is assessed for comparison on completion of the intervention(s.) These are kept as confidential evidence by the ELSA / school management team.</p> <p>Next steps will be discussed and agreed with C.T /Senior leadership team and the FLW half-termly.</p> <p><u>Impact:</u> Children who attend have a more successful lunchtime and most enter the classroom after lunchtime more ready to learn.</p> <p><u>Impact:</u> The club runs daily in school.</p>

Additional projected Provision during 2018/19	What does this look like?	Cost	Time frame	Impact
Access to a transition project: Transition from Year 6 to secondary school	Transition support with the move to secondary school on a needs basis. This allows the children to get to know the secondary school before they start in September 2019.	<b>Budget: £80</b>	Visit days during the Summer term 2019.	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 2019.	On application, families of KS2 disadvantaged children may request financial support towards the cost of school led residential trips. After paying an initial deposit this can be considered, in addition to a portion of bursary funding - where applicable. Teacher accommodation for a Teacher to support a disadvantaged pupil with additional needs.	<b>£1,309.00</b>  <b>£150</b>	Summer 2019  Duration of a residential trip in June 2019	Allocated Pupil premium grant funding was distributed amongst 11 pupils, supporting the families and enabling inclusion.  By supporting a pupil on a 1:1 needs basis, the disadvantaged pupil was included and able to attend the Residential trip with peers.
Milk for FSM children - on application		<b>Annual budget £600</b>	Daily throughout 2018/19	FSM children can be provided with milk on parental application to the Pupil premium Manager.
Additional expenditure from the Pupil Premium grant budget for the academic year, will include:  Pastoral resources;  Monies <b>towards</b> school visits/trips and workshops; finance towards swimming lessons, trips & visiting drama productions - part funding on request/needs basis.  Additional SNA support for a disadvantaged pupil.	Additional expenditure <u>includes</u> the following:  <u>Examples</u> of additional support / funding:  Attendance of Upper KS2 disadvantaged pupils to the 'Tante Marie' cookery school for a workshop led by Surrey schools learning partnership, 2 pupils per workshop.  'Dino dig' day course attended by 5 disadvantaged EYFS Reception pupils.  'Able writers' day for 6 x lower KS2 pupils.  Forest school day attended by 3 KS2 pupils.  PP part funding on parental request, towards school trips /class swimming.  1:1 support for 3 hours per week, reducing to 1.5 hours from October 2018.	General annual budget: <b>£ 2,500</b> <u>Examples of some funding:</u>  2 pupils x £15 per pupil per workshop.  5 pupils x £5 per pupil.  £30 per pupil  £60 in total  Part funding in addition to a parental contribution for swimming.  <b>£114.95</b>	Throughout 2018/19  10 <sup>th</sup> November 2018  March 2019  14 <sup>th</sup> March 2019  18 <sup>th</sup> May 2019  Academic year 2018/'19  September 2018 – February '19	Parental feedback was positive; a good, fun day was had by those attending. One family now make a recipe that had been learnt within the workshop.  <u>Impact:</u> This enabled full lunchtime inclusion for a disadvantaged child with additional needs.

<p>Budget set aside for Learning and language and Behaviour support assessments and EAL assessment/support as needed for disadvantaged pupils.</p>	<p>Request for Outside agency support to assist in carrying out assessments to find areas of need, giving strategies / methods/ sharing best practice. Led by SENCO and pupil premium manager.</p>	<p><b>Autumn term: £455</b></p> <p><b>Spring term: £682.50</b></p> <p><b>Summer term: £682.50</b></p>	<p>Academic year</p>	<p>Autumn term impact: 2 children received individual Learning and Language assessments giving direction in areas of need, with reports giving specific methods of support and strategic advice for school staff to follow.</p> <p>Spring term: 2 children received behaviour support assessments and 1 pupil received a learning and language assessment. Strategic advice was provided and carried out in school.</p> <p>Summer term: Additional assessments were carried out and strategies provided via the SENCO.</p>
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Data samples compiled by Adele Jones, Pupil premium manager, Finance compiled in conjunction with the Business manager Mrs Jamie Oxborough.

Complete costings are held by the Business manager. Any unused grant funding will be reserved for disadvantaged pupils and carried over into the next academic year.