

Number on roll: 207

Number of children in receipt of Pupil Premium funding: 20

Total amount received: **£24,660**

Area of spend	Contribution from pupil premium funding	Description of intervention	Intended outcome	How impact is measured	Impact
Support for residential activities and enrichment opportunities	£308 school camp £60 educational visits	Financial support to allow for children to attend school trips, camps and any other enrichment activities which need to be paid for.	Children gain a wider and enriched school experience. Children develop a love of school and of learning.	Attendance of pupils on educational visits	Provision has been made for KS2 pupil to attend end of year camp with her peer group
½ day a fortnight non-contact time for Pupil Premium leader to implement interventions	£573	SM (pupil premium champion) released every fortnight to deliver focused support and intervention to PP children. Children will be assessed and key areas for development identified and then worked upon to impact.	Children will make better than expected academic progress.	Children achieve a higher percentage of their year group curriculum year on year.	Mid-term assessments in Reading, Writing and Maths (January 2017) indicate that gap between PP children and all pupils has diminished significantly so that outcomes are broadly similar
Future Stars mentoring (1 lunchtime per week)	£950	Future stars sports coaches work at lunchtime to support with active and engaged play.	Children involved to become more confident and active at playtimes.	Pupils will become engaged in new social situations. Pupils will have the opportunity to speak to someone and talk about worries.	Some reduction in inappropriate behaviour by pupil in KS1 following closer identification with key worker

Mentoring programmes/ELSA	£320 £250 £97.50	Mentoring programmes to be run throughout the school day <ul style="list-style-type: none"> • Sand tray therapy is a form of expressive therapy. Sand tray therapy allows a person to construct his or her own microcosm using miniature toys and coloured sand. The scene created acts as a reflection of the person's own life and allows him or her the opportunity to resolve conflicts, remove obstacles, and gain acceptance of self. • Emotional Literacy Support Assistants- Examples of things covered are Social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focused and friendship. • Stone Therapy • Daily mentoring 	Children will become <ul style="list-style-type: none"> • More engaged in learning • Feel like they are part of a community • Feel they can talk about their worries or anxieties • Increase in self esteem • Be able to access the curriculum more effectively 	Children are provided with opportunities to talk about concerns they have and consequently feel less anxious, worried and overwhelmed.	Regular, weekly therapy sessions have helped children to express their concerns and feel more confident leading to a reduction in reported behaviours. Parents are more aware of their children's anxieties and feel more able to help
Nessy Subscriptions	£27	1 subscription for a child in Year 2 who was not entered for the Phonics Screening test in 2016	Child to make progress in understanding blending of sounds and use these skills when reading and writing	Age related expectation grids Interim Framework 1:1 intervention once a week-progress reviewed and monitored	Mid-term assessments (January 2017) indicate that progress in Reading is 2.47 for all pupils and 2.44 for PP children-gap is diminishing
Access to breakfast club and after school activities	Breakfast club - £680 attendance, £150 food; OOSC - £780	Provision arranged to support families who cannot financially access breakfast and afterschool clubs	Children all have an equal opportunity to attend out of the curriculum activities	Attendance of pupils at various clubs	Well-being of a family at risk was improved through access to an earlier start and a later finish to school
Continuing professional development for	£190	Teachers and support assistants to attend regular training in order to receive the most up to date skills.	Teachers knowledge and understanding of the curriculum and	Continuation of high quality teaching and	Range of additional therapies in place including sand

teaching staff			theory is up-to-date	provision monitored by Senior Leadership Team.	Therapy and the Nurture Group
The Nurture Group Programme	£6,000	Nurture groups are short-term, inclusive, focused intervention that works in the long term. Nurture groups are classes of between six and 12 children. Children attend nurture groups but remain an active part of their main class group, spend appropriate times within the nurture group according to their need and typically return full time to their own class. Nurture groups assess learning and social and emotional needs and give whatever help is needed to remove the barriers to learning.	Children will be able to access the curriculum and return to class full time	Boxall profiles to be completed and measure data every three weeks to analyse progress	Anticipated outcomes will all be related to improvements in patterns of behaviour. Programme runs until mid-point of May 2017
HLTA and TA interventions	£11,212	Intervention work with small groups of identified children across all year groups. Increased levels of progress of identified children. Groups of no more than 4 receive Maths and/or English booster to secure accelerated progress and improved attainment. Social interventions as well as motor skills interventions such as Smart Moves that will overcome the pupil's difficulties in writing and manipulation of resources. Interventions will last for no more than one hour at a set time.	Children's knowledge and understanding in certain aspects of the curriculum will be increased and children will begin to make progress. Children will be given opportunities to cement their learning and skills, which they may not be able to do in a classroom environment	Children will make progress in relevant areas	Mid-term assessments in Reading, Writing and Maths (January 2017) indicate that gap between PP children and all pupils has diminished significantly so that outcomes are broadly similar
Educational Psychology/ Integra traded services including behaviour support	£7,321	Support from Educational Psychologists Support from the behaviour, mental health support, dyslexia and ASD teams	Children who need to access these services will be seen as soon as possible in order to remove any barriers to learning	Children will make progress in relevant areas Appropriate schedule for agency support in place	Improvements in aspects of behaviour and overall performance as above
Total	£28,778.50				