



**St. Bernadette's Catholic Primary School**  
**' A Happy Place to Be'**

**Pupil Premium Three Year Strategy Plan 2019-2022**

**Reviewed:** September 2019

**Next Full Review:** September 2022

**What is Pupil Premium Funding?**

1. The Government is committed to narrowing the achievement gap between the families that are in lower and higher income households.
2. It has therefore given a set amount of money per child for every child who:
  - is eligible for free school meals or has been in the past 6 years;
  - is in the care of the Local Authority because of adoption, a special guardianship order, a child arrangement order or a residence order;
  - has a parent serving in the armed forces
3. It is then up to the school to decide how to spend the money so that all children can reach their potential.
4. Our champions for Pupil Premium children are Tom Lambert (Acting Deputy Head Teacher) and Sarah Howe (Chair of Governors)

We recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered for, or qualify for free school meals. Therefore, we reserve the right to allocate the pupil premium funding to support any pupil the school has legitimately identified by the school as being socially disadvantaged.

## OUR SCHOOL CONTEXT

Total number of pupils on roll	Total number of pupils eligible for Free School Meals	Ever 6 Pupils	Total Pupil Premium Budget	Number of eligible boys FSM	Number of eligible girls FSM	Eligible SEND FSM Children	Number of looked after children (LAC)	Number of service children
236	55	69	£87,420	28	27	27%	4	2

### **Our approach to the Pupil Premium Funding-**

The approaches mentioned in this strategy are informed through the Education Endowment Fund research where studies which have high impact are implemented in our approaches. These especially include feedback, metacognition, reading comprehension and collaborative learning which is through integrated and DEAL teaching approaches.

We have run a very successful and popular breakfast club or well over a decade. This was in place before the pupil premium existed and caters for over 60 children every day. The only cost is £1.00 per day. It has supported our school community as an affordable before school child care service. Its impact is huge. We believe that this offer is core to what we have always provided for all children and so we have not used pupil premium funding for it, rather we have invested in other priorities of which we have plenty.

## Assessment Data

EYFS							
	Pupils eligible for PP	All pupils	National average (FSM)	National average	Data from previous 3 years- PP children		
					2016-17	2017-18	2018-19
Good level of development (GLD)	33%	65%	56%	72%	43%	33%	33%
Reading	33%	65%	62%	77%	43%	33%	33%
Writing	33%	65%	58%	74%	43%	33%	33%
Number	33%	74%	66%	80%	43%	33%	33%
Shape, Space and Measure	33%	74%	69%	82%	57%	33%	33%

YEAR 1 PHONICS SCREENING CHECK							
All pupils	Pupils eligible for PP	National average (disadvantaged)	National average	Data from previous 3 years-PP children			
				2016-17	2017-18	2018-19	
78%	71%	71%	82%	56%	100%	71%	

END OF KS1							
	Pupils eligible for PP	All Pupils			Data from previous 3 years-PP children		
		School	National average	National average PP	2016-17	2017-18	2018-19
% achieving expected standard or above in reading	71%	70%	75%	62%	56%	33%	80%
% achieving expected standard or above in writing	71%	70%	69%	55%	44%	33%	80%
% achieving expected standard or above in maths	71%	77%	76%	62%	56%	50%	60%

END OF KS2							
	Pupils eligible for PP	All Pupils			Data from previous 3 year-PP children		
		School	National average	National average PP	2016-17	2017-18	2018-19
% achieving expected standard or above in reading, writing and maths	60%	67%	65%	51%	60%	67%	60%
% achieving expected standard or above in reading	60%	73%	67%	58%	69%	73%	60%
% achieving expected standard or above in writing	70%	71%	79%	68%	77%	73%	70%
% achieving expected standard or above in maths	80%	76%	79%	67%	92%	73%	80%
% achieving expected standard or above in GPS	80%	76%	78%	67%	85%	73%	80%
% making expected progress in reading	-1.1	-1.2			-0.6	-4.4	-1.1
% making expected progress in writing	-0.3	-0.5			-1.2	-3.2	-0.3
% making expected progress in maths	3.1	2.2			1.3	-1.3	3.1

## How did we use Pupil Premium Funding to support pupil progress in the last academic year?

Last financial year (2018-2019) we received £81,840 of pupil premium funding. 27.8% of pupils were eligible for the funding.

REVIEW OF PUPIL PREMIUM SPEND 2018-2019				
INTENTION	IMPLEMENTAION	IMPACT	COST	COMMENTS
1. To improve parental engagement and ensure support for all families, especially the hard to reach families through the employment of a pastoral teacher and SENDCO.	<ul style="list-style-type: none"> <li>• Employment of SENDCO/Pastoral teacher</li> <li>• Attendance and TAS meetings</li> <li>• Outside agency involvement</li> </ul>	<p>See Parent Questionnaire- Appendix A</p> <p>Attendance meeting /TAS Meeting/SA+ involvement</p> <p>Parental engagement has improved this year due to the approaches taken by our pastoral team and the development of the Werneth integrated initiative pilot. School is now able to target families much earlier, rather than being reactive to problems that arise, we are now reacting and providing early help through the TAS process. The pastoral lead is able to discuss concerns with parents and teachers and this can be shared with our link social worker and school age plus worker.</p>	£24,000	<p>Experienced pastoral teacher/SENDCO retired in December 2018. The position has been filled by the Acting Deputy Head Teacher.</p> <p>In the next academic year the role of SENDCO will be shared between the two Acting Deputy Heads and following the SEND entitlement framework, teachers will be more accountable for supporting the SEND children in their class through quality first teaching.</p> <p>We are hopeful that the Werneth integrated initiative pilot will continue to be highly successful in engaging and supporting some of our hard to reach or struggling families. This should result in a decrease in referrals by tackling issues early on before problems arise.</p>

**REVIEW OF PUPIL PREMIUM SPEND 2018-2019**

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<p>2. To have a designated Pupil Premium leader to take responsibility for championing the pupil premium spend.</p>	<ul style="list-style-type: none"> <li>The Pupil Premium leader will lead and coordinate support required for all disadvantaged children</li> <li>Ensure that HA PP children are given the opportunity to develop mastery and exceed ARE's</li> <li>To identify support required for children working below ARE's in Reading, Writing and Maths.</li> </ul>	<p>Good performance of vulnerable groups in Key Stage 1 and 2. Key Stage 1 FSM and PP outperformed all pupils and national in reading and writing. Maths was slightly below all pupils but above national PP/FSM.</p> <p>In Key Stage 2 6/10 PP achieved exp+ in reading and we were within 1 pupil of national average for all pupils.</p> <p>Key Stage 2 writing PP was above national and all pupils.</p> <p>Key Stage 2 Maths was above national and all pupils.</p> <p>Key Stage 2 GPS PP outperformed all pupils and national average.</p> <p>FSM in EYFS- 33% achieved GLD%. Out of the 4 who did not achieve GLD% one child entered well below ARE. The other 3 children did not attend our school nursery and were not school ready when entering reception with poor phonological awareness, listening and attention and fine motor skills.</p> <p>EYFS FSM children made good or more progress due to early intervention from baseline, 2 families had SA+ involvement to support some external factors and received SALT. All 4 children required Well Comm intervention and Motivational Maths. (see Appendix B)</p>	<p align="center">As above</p> <table border="1" data-bbox="1413 469 2069 1158"> <thead> <tr> <th colspan="6">EYFSP GLD%</th> </tr> <tr> <th>National All</th> <th>School All</th> <th>National FSM</th> <th>School FSM</th> <th>National PP</th> <th>School PP</th> </tr> </thead> <tbody> <tr> <td>72%</td> <td>65%</td> <td>56%</td> <td>33%</td> <td></td> <td></td> </tr> <tr> <th colspan="6">Year 1 Phonics</th> </tr> <tr> <td>82%</td> <td>78%</td> <td>70%</td> <td>71%</td> <td>71%</td> <td>71%</td> </tr> <tr> <th colspan="6">Key Stage 1 Reading Exp+</th> </tr> <tr> <td>75%</td> <td>70%</td> <td>60%</td> <td>80%</td> <td>62%</td> <td>71%</td> </tr> <tr> <th colspan="6">Key Stage 1 Writing Exp+</th> </tr> <tr> <td>69%</td> <td>70%</td> <td>53%</td> <td>80%</td> <td>55%</td> <td>71%</td> </tr> <tr> <th colspan="6">Key Stage 1 Maths Exp+</th> </tr> <tr> <td>76%</td> <td>77%</td> <td>61%</td> <td>60%</td> <td>62%</td> <td>71%</td> </tr> <tr> <th colspan="6">Key Stage 2 Reading Exp+</th> </tr> <tr> <td>73%</td> <td>67%</td> <td>58%</td> <td>33%</td> <td>62%</td> <td>60%</td> </tr> <tr> <th colspan="6">Key Stage 2 Writing Exp+</th> </tr> <tr> <td>79%</td> <td>71%</td> <td>63%</td> <td>33%</td> <td>68%</td> <td>70%</td> </tr> <tr> <th colspan="6">Key Stage 2 Maths Exp+</th> </tr> <tr> <td>79%</td> <td>76%</td> <td>63%</td> <td>33%</td> <td>67%</td> <td>80%</td> </tr> <tr> <th colspan="6">Key Stage 2 GPS Exp+</th> </tr> <tr> <td>78%</td> <td>76%</td> <td>63%</td> <td>33%</td> <td>67%</td> <td>80%</td> </tr> <tr> <th colspan="6">Key Stage 2 RWM Exp+</th> </tr> <tr> <td>65%</td> <td>67%</td> <td>47%</td> <td>33%</td> <td>51%</td> <td>60%</td> </tr> </tbody> </table> <table border="1" data-bbox="1413 1161 1684 1385"> <thead> <tr> <th>EYFS Progress FS2 2018-19</th> <th>Good + progress%</th> </tr> </thead> <tbody> <tr> <td>AOL</td> <td>FSM</td> </tr> <tr> <td>Speaking</td> <td>84%</td> </tr> <tr> <td>Moving and Handling</td> <td>84%</td> </tr> <tr> <td>Reading</td> <td>83%</td> </tr> <tr> <td>Writing</td> <td>67%</td> </tr> <tr> <td>Number</td> <td>83%</td> </tr> <tr> <td>Shape, space and measure</td> <td>100%</td> </tr> </tbody> </table>	EYFSP GLD%						National All	School All	National FSM	School FSM	National PP	School PP	72%	65%	56%	33%			Year 1 Phonics						82%	78%	70%	71%	71%	71%	Key Stage 1 Reading Exp+						75%	70%	60%	80%	62%	71%	Key Stage 1 Writing Exp+						69%	70%	53%	80%	55%	71%	Key Stage 1 Maths Exp+						76%	77%	61%	60%	62%	71%	Key Stage 2 Reading Exp+						73%	67%	58%	33%	62%	60%	Key Stage 2 Writing Exp+						79%	71%	63%	33%	68%	70%	Key Stage 2 Maths Exp+						79%	76%	63%	33%	67%	80%	Key Stage 2 GPS Exp+						78%	76%	63%	33%	67%	80%	Key Stage 2 RWM Exp+						65%	67%	47%	33%	51%	60%	EYFS Progress FS2 2018-19	Good + progress%	AOL	FSM	Speaking	84%	Moving and Handling	84%	Reading	83%	Writing	67%	Number	83%	Shape, space and measure	100%	<p>Pupil Premium Leader retired in December 2018. This role needed be replaced immediately. Therefore, the EYFS Leader and Nursery teacher replaced her in this role from January 2019.</p>
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<p>3, To provide extra support to those children who need a boost in order to reach their full potential in</p> <p>-Maths -Literacy</p>	<ul style="list-style-type: none"> <li>• Motivational Maths intervention for identified children (LSS and TA led)</li> <li>• Maths specialist to provide CPD for all teachers</li> <li>• Maths boosters for identified year 5 and 6 children</li> <li>• Purchase of Chrome books</li> <li>• Boosters for Literacy for those in Key Stage not making expected</li> <li>• To ensure that disadvantaged children are identified through the SEND process as needing the support of the Educational Psychologist</li> </ul>	<p>Data and Pupil Progress</p> <p>Case Studies for Year 6 detailing additional factors which had an impact on pupil progress and attainment and SATS. (Appendix c)</p> <p>4 of our disadvantaged children were seen by the Educational Psychologist this year resulting in additional support being implemented. 1 child has since left the school.</p>	<p align="center">£44,500</p>	<p>The role of LSS for the next academic year will involve the LSS teacher supporting all class teachers in ensuring that there is quality first teaching for all pupils. Rather than withdrawal of pupils, LSS will provide strategies to support disadvantaged and SEND pupils in the classroom.</p>

**REVIEW OF PUPIL PREMIUM SPEND 2018-2019**

<b>INTENTION</b>	<b>IMPLEMENTAION</b>	<b>IMPACT</b>	<b>COST</b>	<b>COMMENTS</b>
<p>4. To improve pupils physical development, emotional and physical health and wellbeing.</p>	<ul style="list-style-type: none"> <li>• Trained sports coaches and support staff to encourage those who not usually access physical activity to become more active</li> <li>• MUFC and sports Coaches will improve children's physical and emotional health</li> <li>• Emotional Wellbeing toolkit</li> </ul>	<p>Case Study-KD/DR (See Appendix D)</p> <p>Pupil Voice</p> <p>The wellbeing support group has been highly successful this year and pupil voice has indicated how much the children involved have valued this time.</p>	<p align="center">£15,000</p>	<p>The wellbeing team will be attending drawing therapy training before the next academic year and the number of children involved will increase. The wellbeing team will be providing yoga, drawing therapy, gardening, cookery and a LAC family session each week.</p>
<p>5. To improve the Speech and Language of pupils through the employment of a Speech and Language Therapist.</p>	<ul style="list-style-type: none"> <li>• Speech Therapist employed for 2 days per week</li> <li>• Children with a language deficit to be identified</li> <li>• Facilitated group projects with LEGO to run to help develop and reinforce play and social skills</li> </ul>	<p>See SALT progress reports provided by N.Richardson. (see Appendix E)</p> <p>SALT support continues to have a great impact on pupil progress and going forward we will continue to employ a Speech Therapist for 2 days per week.</p>	<p align="center">£15,500</p>	<p>SALT support will continue in the next academic year for 2 full days each week. Two teaching assistants in EYFS and KS1 are being sent on ELKLAN training, this will mean that 4 staff will have received this training to follow up SALT sessions and support the Well Comm intervention in EYFS.</p>

**REVIEW OF PUPIL PREMIUM SPEND 2018-2019**

INTENTION	IMPLEMENTAION	IMPACT	COST				COMMENTS																																										
<p>6. To improve attendance of specific children through the employment of a designated attendance officer.</p>	<ul style="list-style-type: none"> <li>Attendance incentives and rewards to be managed e.g. cinema vouchers</li> <li>Attendance officer will hold attendance meetings to look at how we can support families</li> <li>EWO contact and involvement</li> <li>Attendance data will be closely monitored</li> </ul>	<p>Data below shows an improvement in overall attendance, TAC and SEN children, a closing of the gap between PP and Non-PP children and the number of PA children has dropped too.</p> <table border="1" data-bbox="1003 488 1760 799"> <thead> <tr> <th></th> <th>July 2018</th> <th>Snapshot in Term 1</th> <th>Snapshot in Term 2</th> <th>Snapshot in Term 3</th> </tr> </thead> <tbody> <tr> <td><b>Overall Attendance (Reception-Yr6)</b></td> <td><b>93.93</b></td> <td><b>94.36</b></td> <td><b>94.88</b></td> <td><b>95.24</b></td> </tr> <tr> <td><b>Pupil Premium Attendance</b></td> <td><b>93.11</b></td> <td><b>93.05</b></td> <td><b>93.09</b></td> <td><b>94.48</b></td> </tr> <tr> <td><b>Non-Pupil Premium Attendance</b></td> <td><b>95.09</b></td> <td><b>94.56</b></td> <td><b>96.42</b></td> <td><b>95.95</b></td> </tr> <tr> <td><b>Attendance of CLA</b></td> <td><b>99.38</b></td> <td><b>99.04</b></td> <td><b>97.78</b></td> <td><b>99.46</b></td> </tr> <tr> <td><b>Attendance of CP</b></td> <td></td> <td></td> <td></td> <td><b>98.21</b></td> </tr> <tr> <td><b>Attendance of TAC</b></td> <td><b>82.14</b></td> <td><b>89.20</b></td> <td><b>88.78</b></td> <td><b>92.50</b></td> </tr> <tr> <td><b>Attendance of SEN</b></td> <td><b>91.07</b></td> <td><b>93.32</b></td> <td><b>92.85</b></td> <td><b>94.11</b></td> </tr> <tr> <td><b>Number of PA children (90% and below)</b></td> <td><b>32</b></td> <td><b>34</b></td> <td><b>36</b></td> <td><b>27</b></td> </tr> </tbody> </table>		July 2018	Snapshot in Term 1	Snapshot in Term 2	Snapshot in Term 3	<b>Overall Attendance (Reception-Yr6)</b>	<b>93.93</b>	<b>94.36</b>	<b>94.88</b>	<b>95.24</b>	<b>Pupil Premium Attendance</b>	<b>93.11</b>	<b>93.05</b>	<b>93.09</b>	<b>94.48</b>	<b>Non-Pupil Premium Attendance</b>	<b>95.09</b>	<b>94.56</b>	<b>96.42</b>	<b>95.95</b>	<b>Attendance of CLA</b>	<b>99.38</b>	<b>99.04</b>	<b>97.78</b>	<b>99.46</b>	<b>Attendance of CP</b>				<b>98.21</b>	<b>Attendance of TAC</b>	<b>82.14</b>	<b>89.20</b>	<b>88.78</b>	<b>92.50</b>	<b>Attendance of SEN</b>	<b>91.07</b>	<b>93.32</b>	<b>92.85</b>	<b>94.11</b>	<b>Number of PA children (90% and below)</b>	<b>32</b>	<b>34</b>	<b>36</b>	<b>27</b>	<p align="center">£6,500</p>	<p>Due to the previous Attendance mentor leaving in December 2018, we had to appoint someone in house to ensure all aspects of the Attendance action plan was being driven. This didn't happen until the start of the summer term. From the summer term onwards, the newly seconded attendance mentor was part of the attendance panel meetings, carried out risk assessments and gathered paperwork for the school walking bus, is visible on the school playground, ensures first day phone calls happen and identifies families requiring support and/or advice.</p>
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## **Long Term Plan (3 year timescale)**

### **How are we using Pupil Premium Funding to support pupil progress?**

For the current financial year (2019-2020) we are allocated £87,420 of pupil premium funding. At present 23 % of our pupils are eligible for Free School Meals and we have 30% Ever 6 children.

### **Summary of main barriers faced by our disadvantaged children**

- 1.** Attendance-families and children needing support with routine in order to improve attendance and for the families to understand the impact of attendance on achievement
- 2.** Enrichment- Many disadvantaged children throughout the school struggle to afford the day trips and additional enrichment activities that enhance their enjoyment of the curriculum
- 3.** Poor communication, language and Literacy Skills and motor skills- Many children are starting in our EYFS with extremely poor speech, language, literacy and communication skills. Many children are also starting school with very poor fine and gross motor skills, poor posture and core strength.
- 4.** Looked After Children-To ensure that our LAC children are having some quality family time together
- 5.** Wellbeing- To ensure that children most in need of emotional support are identified and targeted for weekly support by our wellbeing team

**INTENTION 1: To improve the attendance and punctuality of targeted pupils by providing support to empower parents**

Chosen Action/ Initiative	Rationale for this choice	Cost	How will impact be measured?	Outcomes/Impact
<p>Secondment of attendance officer to monitor attendance and lateness and to introduce a 'Walking Bus' to target families who have difficulty getting their children into school and on time. Two members of staff will lead the walking bus.</p> <p>This role will include contact with EWO, arranging attendance meetings and providing updates at TAS meetings, being on the playground and leading the walking bus.</p>	<p>Attendance officer needed to liaise with staff, agencies and parents to relentlessly reduce absences.</p> <p>This will be a short term empowering intervention for parents to establish morning routines. Once these are established support will be provided to another family.</p>	£15,527	<p>Case Study</p> <p>Attendance Data</p> <p>Pupil progress</p> <p>Parent feedback</p> <p>Record of meetings</p>	<p>Attendance and punctuality will improve</p> <p>Progress/attainment to improve</p> <p>Parents will be empowered to continue with an established routine</p>
<p>Attendance raffle each term. Prizes to include vouchers, certificates.</p>	<p>This will encourage and motivate pupils and families to have good attendance.</p>	£500	<p>Attendance Data</p>	<p>Children and families will be motivated to be entered into the draw</p> <p>Attendance will improve</p>

**INTENTION 2: To subsidize school trips and enrichment activities organised to enhance children's enjoyment of the curriculum and learning**

Chosen Action/ Initiative	Rationale for this choice	Cost	How will impact be measured?	Outcomes/Impact
To subsidize school trips organised	Many families struggle to afford to pay for day trips and children miss out on valuable learning experiences.	£2,000	Year Group monitoring of school trips and visits  Parent feedback  Pupil Voice	All children will be able to have the same access to the valuable learning experiences provided through organised trips and visits  Pupil progress/attainment to improve
To pay for subsidize enrichment activities; including MUFC afterschool club open to Year 3/4 and buy back for hire of musical instruments- children can take these home to practice.	Many families struggle to afford to pay for additional enrichments activities and therefore children miss out on these valuable opportunities and experiences.	£10,130	Year Group monitoring of enrichment activities children take part in  Parent feedback  Pupil Voice	All children will be able to have the same access to enrichment activities, should they wish to take part

**INTENTION 3: To improve the speech and language and motor skills of pupils through the employment of a Speech Therapist for two full days each week and teaching assistants trained in ELKLAN and Motor Skills United**

Chosen Action/ Initiative	Rationale for this choice	Cost	How will impact be measured?	Outcomes/Impact
<p>Employment of a Speech Therapist two full days a week to work with groups of children and individuals.</p> <p>Speech therapist is now able to work with children across all ranges that have been identified as having a language deficit.</p>	<p>A large proportion of children are starting in the EYFS with extremely poor vocabulary and communication and language skills, working well below ARE.</p> <p>SALT waiting list is too long for pupils to wait to be seen.</p> <p>Facilitated group projects with Lego will help develop and reinforce play skills and social skills.</p>	£18,752	<p>SALT data and reports</p> <p>Provision map</p> <p>Case Study</p> <p>Pupil progress/attainment</p> <p>SEND documentations</p> <p>M&amp;E</p>	<p>Pupil progress/attainment to improve</p> <p>Pupils to achieve targets on SEND and SALT therapy plans</p> <p>Listening, attention and communication skills to improve.</p> <p>Children to be ready to access the curriculum</p>
<p>Trained teaching assistants in EYFS and Key Stage 1 to provide additional language support, including the Well Comm intervention in EYFS.</p>	<p>A large proportion of children are starting in the EYFS with very poor vocabulary and communication and language skills.</p> <p>Well Comm scores inform interventions necessary to support communication and language development and also indicates to speech therapist those children that require support.</p> <p>Teaching assistants to follow up SALT work</p>	£3,982	<p>Provision map</p> <p>Pupil progress/attainment</p> <p>SEND documentations</p> <p>M&amp;E</p>	<p>Children to be supported in class</p> <p>SALT work to continue during the week</p> <p>Pupils to achieve targets on SEND and SALT therapy plans</p> <p>Pupil progress/attainment to improve</p>

**INTENTION 3: To improve the speech and language and motor skills of pupils through the employment of a Speech Therapist for two full days each week and teaching assistants trained in ELKLAN and Motor Skills United**

<p>Trained teaching assistants to deliver Motor Skills United programme for targeted pupils throughout the school.</p>	<p>To improve fine and gross motor skills in order to improve writing, spatial awareness and coordination.</p> <p>To consider whether additional OT support is required after receiving MSU programme.</p>	<p>£4,864</p>	<p>Provision map Pupil progress/attainment SEND documentations Case Studies Pupil Voice</p>	<p>Fine and gross motor skills to improve</p> <p>Improvement in handwriting and writing in general</p> <p>Raised confidence levels participating in sports activities</p>
<p>Learning Support Service teacher to support teachers in class by targeting specific children and providing advice and strategies to ensure that children are making progress.</p>	<p>To ensure that all pupils needs are addressed in class without the need for withdrawing pupils from lessons.</p> <p>To provide pedagogical, practical support for all teachers.</p>	<p>£5,261</p>	<p>Pupil Progress data  Case Studies  Pupil Voice</p>	<p>Standards of quality first teaching for pupils to be raised, ensuring that all teachers have the expertise needed to support PP children within the main teaching sessions.</p> <p>Pupil progress and attainment should improve.</p>

**INTENTION 4: To ensure that our LAC children are having some quality family time together are being supported emotionally.**

Chosen Action/ Initiative	Rationale for this choice	Cost	How will impact be measured?	Outcomes/Impact
<p>Weekly family support time led by the wellbeing team, including resources needed for sessions.</p>	<p>To provide a time for the children to talk and spend time with each other as a family. The family have been separated. This will allow the children to discuss their feeling and emotions and have quality family time.</p>	<p>£993</p>	<p>Case Study Pupil Voice</p>	<p>For the children maintain their family unit, even though they are not all living together.</p> <p>For the children to feel happier and more secure in school.</p>

**INTENTION 4: To ensure that our LAC children are having some quality family time together are being supported emotionally.**

School to pay for the children to attend Little Sports Coaching after school club each week, breakfast club daily and book bags for the children to be provided	To provide an additional opportunity for the family to spend time together.  To reduce the financial implications on the carers.	£1,178	Case Study Pupil Voice	For the children maintain their family unit, even though they are not all living together.  For the children to feel happier and more secure in school.
Additional Educational Phycologist visits for the children.	To ensure that the children's mental health and wellbeing needs are being addressed	£1,470	Ed Physc Reports	To support the emotional wellbeing of the children ensuring that they are coping with the emotional distress of being separated as a family.

**INTENTION 5: To ensure that children most in need of emotional support are identified and targeted for weekly support by our wellbeing team.**

Chosen Action/ Initiative	Rationale for this choice	Cost	How will impact be measured?	Outcomes/Impact
Weekly wellbeing support to be provided for targeted children with emotional needs. This will be provided by the school wellbeing team and trained sports coaches.  This will include; Yoga, DDSM Sports coaching, gardening, drawing therapy and cooking.  Art therapy course and resources included.	To support these children in developing appropriate strategies to deal with their emotional needs.  To raise aspirations and confidence the children involved.	£8,835	Case Study  Pupil Voice	All children identified will receive additional support and will have developed a range of coping strategies, meaning that they feel happier and more secure in school.  Children will be more focused in their learning.

**INTENTION 5: To ensure that children most in need of emotional support are identified and targeted for weekly support by our wellbeing team.**

<p>Weekly circle time to be delivered by teachers in all classes for 1 hour per week.</p>	<p>To ensure that children are given the opportunities to share their feelings, thoughts and emotions in a dedicated hour.</p> <p>To develop the emotional literacy and resilience of all children, especially the most vulnerable.</p>	<p>£13,928</p>	<p>Case Study</p> <p>Pupil Voice</p>	<p>Children will develop confidence in talking about their emotions and will begin to detect others emotions around them</p> <p>All children's voices will be heard and a culture of respect will be created</p>
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**Total Spend: £87,420**

**\*Appendices are available in hard copy due to some sensitive information relating to some of the spend for 2018-19 (Case Studies).**