



Redbrook Hayes Community Primary School

Pupil Premium Strategic Plan 2018-2019

Summary Information	
School	Redbrook Hayes Community Primary School
Academic Year	2018-2019
Total PP Budget	£89,760 <i>(additional funds may become available as more learners join the school)</i>
Number of Pupils eligible for PP	68
Date of Interim Spending Review	April 2019
Date of Final Spending Review	September 2019

Current Attainment – final data to be included following receipt of ASP						
End of Key Stage 2 Results:	<i>Pupils eligible for PP (Redbrook Hayes)</i>	<i>Pupils not eligible for PP (National)</i>	End of Key Stage 2 Progress:	<i>Progress of learners eligible for PP (Redbrook Hayes)</i>	<i>Progress of learners not eligible for PP (National)</i>	Difference
% achieving EXS+ in Reading, Writing and Maths		64.3				
% achieving EXS+ in Reading	64.3	75.2	Reading		0.03	
% achieving EXS+ in Writing	71.4	78.2	Writing		0.03	
% achieving EXS+ in Maths	80.0	75.5	Maths		0.03	

Identified Barriers to Attainment for Pupil Premium Learners
<ul style="list-style-type: none"> Learners in receipt of pupil premium funding attain lower than peers, despite making similar rates of progress. Learners in receipt of pupil premium funding enter school with lower starting points than peers and therefore need to make greater than expected progress to catch up. A significant proportion of learners in receipt of pupil premium funding have greater social and emotional needs than peers, this creates barriers to learning and achievement in and out of school. A minority of learners in receipt of pupil premium funding fail to attend school regularly. For some families in receipt of pupil premium funding, parental engagement is low and for some parental support for learning at home is poor. Learners in receipt of pupil premium funding have less opportunities to experience learning beyond the classroom. Pupil premium interventions to date, whilst ensuring that learners make good progress, do not always have rapid and sustained impact on outcomes. Learners in receipt of pupil premium funding in Early Years have significantly lower starting points than peers, their language and social skills are considerably lower than peers. Health and family support are also identified concerns for some families in receipt of EYs pupil premium.

Desired outcomes and how they will be measured	Key Performance Indicators
<p>The vast majority of learners in receipt of pupil premium attain at least the expected standard in reading, writing and maths.</p> <p>Targets for 2018-2019:</p> <p>Reading: EXS+ 80% (+11% on 2017-2018)</p>	<ul style="list-style-type: none"> Both internal and external data shows that the percentage of disadvantaged learners achieving at least the expected standard in reading, writing and maths continues to rise, and in many cases meets targets set for 2018-2019. The gap between disadvantaged learners and peers in school, and nationally is reducing as a result of increased attainment at the expected standard and above.

<p>Writing: EXS+ 70% (+13% on 2017-2018) Maths: EXS+ 85% (+10% on 2017-2018)</p> <p>Reading: GDS 30% (+7% on 2017-2018) Writing: GDS 20% (+17% on 2017-2018) Maths: GDS 35% (in line with 2017-2018)</p> <p>To ensure that there is no gap between the attainment of disadvantaged learners and others (in-school and nationally) by the end of 2019-2020.</p>	<ul style="list-style-type: none"> • In school and external data shows that a significant proportion of pupil premium learners attain the greater depth standard, this is at least in line with peers in-school, and is moving towards the targets specified for 2018-2019. • Pupil Premium Progress meetings are held half-termly, evidence and progress as a result of these robust and evidence-informed discussions results in attainment gaps reducing for learners. • Parents of pupil premium learners are aware of the provision they are receiving and are involved in setting targets for their children at Termly Learning Conferences. • Teachers implement a range of high-quality and personalised interventions for learners in receipt of pupil premium. These are regularly reviewed and evaluated as to their impact on learner outcomes through half-termly pupil premium progress meetings. • For all learners who are not yet making expected progress in reading, writing or maths, there is a bespoke accelerated progress plan (APP) which rapidly addresses gaps in learning to ensure that all make at least expected progress by the end of the year. • APP's are shared with parents and learners, so that all stakeholders are engaged with the journey to expected.
<p>All learners in receipt of pupil premium make at least expected progress from their starting points, with many making accelerated progress in reading, writing and maths to ensure that the targets outlined above for attainment are met rapidly.</p> <p>Targets for 2018-2019:</p> <p>100% of learners make at least expected progress in reading (+14%), writing (+27%) and maths (+14%).</p> <p>A significant proportion of disadvantaged learners (exceeding that of others in-school and nationally) make greater than expected progress given their starting points.</p>	<ul style="list-style-type: none"> • Both internal and external data sources demonstrate that all learners make at least expected progress from their starting points. • For all learners who are not yet making expected progress in reading, writing or maths, there is a bespoke accelerated progress plan (APP) which rapidly addresses gaps in learning to ensure that all make at least expected progress by the end of the year. As a result gaps in attainment are reduced. • New assessment systems used in school enable teachers and pupil premium intervention leads to identify specific gaps and barriers to learning so that provision can be specifically targeted towards individual identified needs. • Learners are identified within target setting to make accelerated progress in reading, writing and maths. Plans are made and regularly reviewed to ensure this progress is rapid and sustained. • Internal and external data shows that the gap between disadvantaged learners and their peers are reducing rapidly. • Pupil Premium Progress meetings are held half-termly, evidence and progress as a result of these robust and evidence-informed discussions results in attainment gaps reducing for learners. • Teachers implement a range of high-quality and personalised interventions for learners in receipt of pupil premium. These are regularly reviewed and evaluated as to their impact on learner outcomes through half-termly pupil premium progress meetings. • Parents are regularly informed through TLCs, progress reports and face to face engagement on the additional provision made for their child as a result of pupil premium, and an increasing number of parents are supportive and engaged with this process.
<p>Pupils in receipt of pupil premium funding have robust physical and emotional health, wellbeing and resilience.</p> <p>This is evidenced through: Increased attendance and engagement in school activities, increased attainment across all subjects, learners articulating a love of challenge and high-levels of self-confidence and self-esteem (through Strength and difficulties questionnaires, pupil forum discussions, PP questionnaire), reduction in</p>	<ul style="list-style-type: none"> • Attendance for disadvantaged learners is monitored regularly. Where attendance is identified as falling for pupil premium learners, a robust plan is implemented immediately to ensure that they rapidly re-engaged with school and learning time lost is minimised. • Learners in receipt of pupil premium funding have priority access to all SEMH interventions both in school and outside agency support. • SDQs are completed for all pupil premium learners at least termly to identify those in need of additional SEMH support. • In school data shows that attainment is raised as a result of focussed emotional, social and confidence-building intervention programmes for vulnerable learners.

<p>low level disengagement (through behaviour logs in class).</p>	<ul style="list-style-type: none"> • Pupil feedback (through pupil conversations, feedback cards, questionnaires and SDQs) demonstrate that learners are more confident and resilient in their learning as a result of social and emotional interventions. • Behaviour logs show a reduction in low-level disruptive behaviours for learners in receipt of pupil premium. • Mentoring for learning and a trained ELSA coach are available onsite for pupil premium learners to access mentoring which support them to develop strategies to diminish barriers to learning in the classroom. • Learners can confidently talk about their learning strategies and learning behaviours (metacognition), they recognise that this impacts upon their learning in the classroom. • All parents are actively engaged in their child’s learning adventure through target setting at Termly Learning Conferences, and for pupil premium learners this also includes regular, additional informal conversations with pupil premium provision leads to review and engage with ongoing support and interventions. • Priority access for parents of learners in receipt of pupil premium funding at all academic, emotional and social workshops held in school and beyond. • All stakeholders demonstrate a growth mindset approach to all activities in school.
<p>Pupil Premium funding remains a high-priority across the school, stakeholders are well-engaged with the decisions made regarding the spending of pupil premium funding and how this impacts directly upon outcomes for learners.</p> <p>Impact on outcomes is regularly challenged by SLT and Governors within the school to ensure spending is robust, powerful and impactful for all, particularly around the employment of a qualified teacher to support learners in this area.</p>	<ul style="list-style-type: none"> • The impact of pupil premium funding is regularly discussed and reviewed as part of leadership team meetings in school, and is regularly addressed and challenged at governing board meetings throughout the year. • Minutes from these meetings evidence challenge around the impact of spending on outcomes for learners and changes made as a result of robust discussions. • Highlights from pupil premium spending are shared with parents through: twitter, websites, progress reports and newsletters. • Spending reports are published on the school website. • PPPMs are scheduled half-termly and teachers are released to analyse and evaluate progress of pupil premium learners, adapting provision as a result.
<p>Bespoke interventions, designed and led by a qualified teacher, for all learners in receipt of pupil premium are effective in raising attainment.</p> <p>All those involved in designing and implementing bespoke interventions for learners in receipt of pupil premium are adept at evaluating the impact of their work, and are constantly revising and evaluating this to ensure high-impact on outcomes for learners.</p> <p>Inclusion lead analyses and robustly challenges all interventions on their impact on outcomes for learners, ensuring that all pupil premium funding is spent effectively.</p> <p>The impact of employing a qualified teacher to design, deliver and review bespoke interventions for learners in receipt of the pupil premium ensures that all targets set for attainment and progress above are realised</p>	<ul style="list-style-type: none"> • Designated PP Teacher, Class Teachers and Learning Mentors implement a range of high-quality and personalised interventions for learners in receipt of pupil premium. These are regularly reviewed and evaluated as to their impact on learner outcomes through half-termly pupil premium progress meetings. • Progress is shared with teachers and parents regularly, in addition to scheduled meetings for all learners. • APPs are bespoke and address learner needs – these are designed, implemented and evaluated by class teachers with pupil premium intervention leaders. Bespoke interventions have a measureable impact in the classroom. • Designated PP Teacher and all leaders of pupil premium interventions are skilled in evaluating the impact of interventions on pupil outcomes, they can evidence and articulate the progress made as a result of intervention both in the classroom and in specific sessions. • Inclusion lead meets regularly with Designated PP Teacher and pupil premium intervention leaders to challenge impact of interventions and ensure robust spending of the pupil premium funding as a result. • Funding reports reflect a thorough and detailed evaluation of pupil premium spending, and in very few cases is impact identified as limited/little as a result of the regular ongoing evaluation processes

<p>within a rapid timeframe, narrowing the gap between disadvantaged learners and their peers in year.</p>	<p>in school. This means that almost all funding is spent effectively on improving outcomes for learners.</p> <ul style="list-style-type: none"> • Designated PP Teacher leads regular CPD (subject knowledge focus) for learning mentors to upskill in areas of identified difficulty for learners as highlighted by the school assessment grids. • All learning mentors attend achievement teams and regularly discuss different ways to support disadvantaged learners in the classroom.
<p>Parents and carers of learners in receipt of pupil premium funding are aware of how this funding is being spent to directly to support their child in school.</p> <p>Parents and carers are increasingly engaged in the learning process in school, and do everything possible to support their child in making progress in learning and beyond.</p>	<ul style="list-style-type: none"> • Highlights from pupil premium spending are shared with parents through: twitter, websites, progress reports and newsletters. • Spending reports are published on the school website. • Pupil premium intervention leads make a point of contacting parents regarding interventions at the outset and at the end to harness their support and ensure parents have up to date information on their child's learning and progress in these specific areas. • Parents and carers are invited to attend family learning projects in school and workshops to help them support their child in continuing their learning at home. • Bespoke packages of support are offered and signposted to all parents to aid them in supporting learning at home. • TLC attendance is high, and for those in receipt of pupil premium 100% of parents/carers attend these meetings or are followed up through contact from the class teacher within a week of non-attendance.
<p>Academic and social gaps between pupil premium learners and peers are minimised and in many cases eradicated before compulsory schooling begins, meaning that the vast majority of learners start their school journey from similar starting points.</p>	<ul style="list-style-type: none"> • Starting points assessed at the start of the Reception year identify that there is little gap between pupil premium learners and their peers. • Disadvantaged families access services and learning support from a young age, this is free at the point of use and fits in easily to ongoing family life. • Disadvantaged families are targeted early for intervention, support and signposting to outside agencies. Young learners within these families are well-known to the school prior to starting compulsory education. • Disadvantaged learners are identified on entry to Explorers. • Disadvantaged learners in Nursery all have a pupil premium profile created in conjunction with parents/carers. Needs are rapidly identified within this document and specific learning plans are created to ensure that EYs PP funding is effectively spent to meet these. • A specific EYs Family Support lead is employed to support interventions within the nursery setting to ensure that all learners in receipt of the early years pupil premium receive the minimum guarantee from school, in addition to home. • Specific EYs Family Support Lead supports families (both within and before Nursery) in the home, ensuring basic standards of diet, behaviour, parenting and learning are met.
<p>Learners in receipt of pupil premium are not disadvantaged in any way from the enriching learning opportunities offered in school and beyond.</p>	<ul style="list-style-type: none"> • All learners in receipt of pupil premium finding attend all educational visits, residential and enrichment days in school. • A large proportion of pupil premium learners' access enriching learning opportunities outside of the school day, with families and clubs.

Actions: LEARNING AND CURRICULUM SUPPORT 2018-2019					
Desired outcome	Project	Actions	Led by	Repeated	Completed
The vast majority of learners in receipt of pupil premium attain	Pupil Premium	JB to organised and lead PPPMs with class teachers	JB	Half-termly	

<p>at least the expected standard in reading, writing and maths.</p> <p>Targets for 2018-2019:</p> <p>Reading: EXS+ 80% (+11% on 2017-2018)</p> <p>Writing: EXS+ 70% (+13% on 2017-2018)</p> <p>Maths: EXS+ 85% (+10% on 2017-2018)</p> <p>Reading: GDS 30% (+7% on 2017-2018)</p> <p>Writing: GDS 20% (+17% on 2017-2018)</p> <p>Maths: GDS 35% (in line with 2017-2018)</p> <p>To ensure that there is no gap between the attainment of disadvantaged learners and others (in-school and nationally) by the end of 2019-2020.</p> <p style="text-align: center;">~</p> <p>All learners in receipt of pupil premium make at least expected progress from their starting points, with many making accelerated progress in reading, writing and maths to ensure that the targets outlined above for attainment are met rapidly.</p> <p>Targets for 2018-2019:</p> <p>100% of learners make at least expected progress in reading (+14%), writing (+27%) and maths (+14%).</p> <p>A significant proportion of disadvantaged learners (exceeding that of others in-school and nationally) make greater than expected progress given their starting points.</p> <p style="text-align: center;">~</p> <p>Bespoke interventions, designed and led by a qualified teacher, for all learners in receipt of pupil premium are effective in raising attainment.</p>	<p>Progress Meetings</p> <p>Teachers to have accurate and robust evidence for discussion during PPPMs</p> <p>Actions from PPPMs to be monitored by JB 1 week after discussion to ensure implementation and immediate impact.</p> <p>Provision map updated half-termly to track progress and review impact of intervention.</p> <p>Outside agency support requests to be made as appropriate.</p>			
	<p>Pupil Premium Progress Meeting Review</p> <p>JB and KP to review all PPPMs and identify trends and targeted areas for support.</p> <p>JB and KP to organise staff to design and deliver rapid intervention programmes which address collective need identified.</p> <p>JB and KP to meet every 2 weeks to review impact of intervention.</p>		Fortnightly	
	<p>Accelerated Progress Plans for PP Learners</p> <p>Class teachers to identify PP learners who are not yet making expected progress from starting points.</p> <p>APPs to be created using TAF statements from assessment grids which are measureable and attainable in a limited time period.</p> <p>Class teachers, with support from KP and JB, to create APPs for all identified.</p> <p>Class teachers, learning mentors and designated PP teacher to support in implementation of APP actions.</p> <p>APPs to be reviewed every 6 weeks in line with PPMs.</p> <p>Class Teachers to reflect on the impact of interventions in the classroom (and on outcome data for learners) at the end of each 6 week period.</p>	JB and KP	Half-termly	
	<p>Online Interventions</p> <p>Learners identified at PPPMs with specific needs in Maths and English to be supported through online intervention packages.</p> <p>Progress of learners to be reviewed every 6 weeks in line with PPPMs.</p> <p>Online intervention subscriptions to be renewed as necessary.</p>	JB	Half-Termly	
	<p>Bespoke interventions</p> <p>Learners identified at PPPMs with specific needs which need additional intervention to be addressed.</p> <p>JB and KP plan highly-focussed and specific intervention outcomes for all bespoke interventions.</p> <p>JB to re-deploy PP staff as necessary to match the interventions required following each PPPM.</p> <p>Bespoke interventions to run for 6 weeks.</p> <p>Impact of bespoke interventions to be reviewed every 2 weeks by KP and JB.</p>	JB and KP	Half-Termly	
	<p>Parental Engagement</p> <p>KP and PP Provision Leads to make contact with parents (meeting, workshop, phone-call) at the outset of intervention to explain the intervention, the desired</p>	KP	Start and end of intervention	

<p>All those involved in designing and implementing bespoke interventions for learners in receipt of pupil premium are adept at evaluating the impact of their work, and are constantly revising and evaluating this to ensure high-impact on outcomes for learners.</p>		<p>outcomes and how parents/carers can support. KP and PP Provision leads to contact parents at the end of intervention to gain feedback from parents and share progress as a result of the intervention. KP and PP Provision leads to complete short report for each learner at the end of each intervention.</p>			
<p>Inclusion lead analyses and robustly challenges all interventions on their impact on outcomes for learners, ensuring that all pupil premium funding is spent effectively.</p> <p>The impact of employing a qualified teacher to design, deliver and review bespoke interventions for learners in receipt of the pupil premium ensures that all targets set for attainment and progress above are realised within a rapid timeframe, narrowing the gap between disadvantaged learners and their peers in year.</p>	<p>Classroom Environment and Strategies</p>	<p>JB to complete regular review of classroom environment from PP perspective – ensuring that teacher time is adequately spent on PP learners and is specifically focussed on targets set in PPPMs. Class teachers to ensure PP learners have access to suitable resources to support them in developing targeted skills from PPPMs within the classroom. Class teachers to know precisely who their PP learners are and what specific targets they are working on at any given point. Class teachers to utilise every possible strategy to accelerate the progress of PP learners (achievement teams, performance management, IPTs, target setting, PPPMs and TLCs). Learning Mentors are regularly timetabled to develop targeted skills from PPPMs within the classroom for PP Learners.</p>	<p>JB and CTs</p>	<p>Half-termly</p>	
	<p>RADY Target Setting</p>	<p>JB and CG to set end of key stage targets for all PP learners, these are set following RADY principles and use uplift to ensure that all PP learners attain at least the expected standard at the end of the key stage, with a significant number attaining at greater depth. JB and CG to create long-term flight paths for all disadvantaged learners to ensure that the above principles are fulfilled. Class teachers to create in-year flight paths for individual PP learners at the start of the year. Class teachers to review in-year flight paths at each data checkpoint to identify PP learners at risk of not meeting end of year flight-path targets. Class teachers to feed information from in-year flight path review into PPPMs.</p>	<p>JB and CG CTs</p>	<p>Annually Half-termly</p>	
<p>Pupil Premium funding remains a high-priority across the school, stakeholders are well-engaged with the decisions made regarding the spending of pupil premium funding and how this impacts directly upon outcomes for learners.</p> <p>Impact on outcomes is regularly challenged by SLT and Governors</p>	<p>Pupil Premium Impact Review Meetings</p>	<p>JB to meet with CG fortnightly to review impact of PP spending. JB to create robust and accurate impact spending reviews at the interim point (September) and end of the financial year (April). PP impact spending reviews to be uploaded and available via the school website. JB to share spending plans and impact reviews with Governors termly and</p>			

within the school to ensure spending is robust, powerful and impactful for all, particularly around the employment of a qualified teacher to support learners in this area.		receive challenge on how the funding is impacting on attainment and progress of PP learners across the school. JB to arrange and meet regularly with PP governor.			
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Planned Expenditure: LEARNING AND CURRICULUM SUPPORT			
ITEM	PLANNED COST		
Inclusion Lead	£15, 512		
Designated PP Lead Teacher	£28,948		
PP Provision Leads	£19,773		
EYFS PP Provision Lead	£3,500		
Class Teacher Release Time	£570		
Third Space Maths	£2975		
IDL Dyslexia Intervention	£400		
SPLD Assessment Tools	£1,500		
Summary Planned Expenditure: LEARNING AND CURRICULUM 2018-2019			
Total Cost:	£73,178	% of PP Annual Budget:	82%

Actions: BEHAVIOUR AND EMOTIONAL SUPPORT 2018-2019					
Desired outcome	Project	Actions	Led by	Repeated	Completed
<p>Pupils in receipt of pupil premium funding have robust physical and emotional health, wellbeing and resilience.</p> <p>This is evidenced through: Increased attendance and engagement in school activities, increased attainment across all subjects, learners articulating a love of challenge and high-levels of self-confidence and self-esteem (through Strength and difficulties questionnaires, pupil forum discussions, PP questionnaire), reduction in low level</p>	ELSA	<p>LS to attend ELSA Trainer training sessions (October 2018 – onwards)</p> <p>LS to train additional ELSA’s in school for ongoing day to day support to PP learners.</p> <p>JB to review impact of ELSA on vulnerable PP learners through regular impact reviews.</p>	LS	Monthly	
	PP Attendance Checks	<p>JB to check attendance data for PP learners (monthly) and to track this so that PP learners whose attendance is falling are identified rapidly.</p> <p>JB to raise PP attendance during regular PST meetings.</p> <p>JB to contact parents/carers of PP learners whose attendance is falling to arrange TAC meetings and create support plans to ensure rapid re-engagement in school.</p>	JB	Monthly	
	PST Meeting	<p>PP learners within the PST meeting are highlighted.</p> <p>Discussions at PST as to how additional PP funding can be used to tackle areas of difficulty identified through safeguarding, attendance and SEN.</p>	JB	Monthly	

disengagement (through behaviour logs in class).	SDQs	<p>JB to train teaching staff in the completion of SDQs</p> <p>Class teachers to complete SDQs for all PP learners at the start of the year and regularly review these (termly) to track learners' strengths and difficulties.</p> <p>JB to compile results of SDQs and identify appropriate provision (half-termly).</p> <p>JB to organise and staff appropriate interventions and make specialist support referrals for PP learners as necessary.</p> <p>JB to consider the use of parental SDQ moving forwards.</p>	JB	Annually – as required.	
	Additional Behaviour Strategies	<p>PP learners highlighted on daily behaviour logs compiled by LS.</p> <p>LS to refer any PP learner who receives 3 yellow cards within a 3 week period to JB for additional support and intervention.</p> <p>JB to review provision for PP learners referred for behaviour support from class teachers, counselling and behaviour logs.</p> <p>LS to be trained in ELSA.</p> <p>LS to train other members of staff in ELSA strategies to support PP learners in the classroom day to day.</p> <p>Mentoring for learning to be deployed to PP learners as necessary.</p> <p>JB to arrange and follow up TAC meetings for PP learners with identified behavioural needs.</p> <p>JB to signpost parents/carers to additional support services for PP learners identified with behavioural needs.</p> <p>JB to refer learners with identified behavioural needs to receive additional support from outside agencies.</p>	JB/LS	Every 3 weeks	
	SEMH Specific interventions (Mentoring for learning, Listening Ear, Jellybean Jamboree, Lego Play, Alternative Curriculum, Positive Play, Forest School).	<p>All KS2 based Learning Mentors to receive training on Mentoring for learning.</p> <p>All KS1 based Learning Mentors to receive training on Listening Ear.</p> <p>JB to plan and deploy staff to deliver SEMH interventions as identified in PPMS, SDQs, counselling, behaviour logs referral, class teacher referrals, PST referrals, EYs Pupil Premium Profiles and parent referrals.</p> <p>Provision leads and class teachers to review impact of SEMH interventions at the mid-point and the end of the course.</p> <p>KP and PP Provision Leads to make contact with parents (meeting, workshop, phone-call) at the outset of intervention to explain the intervention, the desired outcomes and how parents/carers can support.</p> <p>KP and PP Provision leads to contact parents at the end of intervention to gain feedback from parents and share progress as a result of the intervention.</p> <p>KP and PP Provision leads to complete short report for each learner at the end of each intervention.</p>	JB	Half-Termly	

	Counselling Support	<p>Counsellor to be employed in school for 1 day per week.</p> <p>JB to coordinate and manage counselling referrals for PP learners based on need.</p> <p>Counsellor to meet with parents at the start and end of the sessions to communicate wishes and outcomes.</p> <p>Counsellor to complete SDQs at the start and end of each course to allow impact of counselling to be effectively monitored by JB.</p> <p>JB to track impact of counselling in-class through matching attainment data and SDQ information at the end of each course.</p>	JB	Half-Termly	
	Alternative Provision	<p>Alternative Provision offered to learners in receipt of PP as a result of significant and sustained behavioural needs, which cannot met with interventions identified above.</p>	JB/LS	Half-Termly	

Planned Expenditure: BEHAVIOUR AND EMOTIONAL SUPPORT	
ITEM	PLANNED COST
Inclusion Assistant	£10,409
ELSA Trainer Training	£750
Inclusion Lead	Accounted for in Learning and Curriculum
Attendance Officer (additional time)	£400
Mentoring for learning	£150 (accounted for in PP Provision Lead/Inclusion Assistant role)
Listening Ear	£150 (accounted for in PP Provision Lead/Inclusion Assistant role)
Jellybean Jamboree	£250 (accounted for in PP Provision Lead/Inclusion Assistant role)
Lego Play	£250 (accounted for in PP Provision Lead/Inclusion Assistant role)
Alternative Curriculum	£200 (accounted for in PP Provision Lead/Inclusion Assistant role)
Positive Play	Accounted for in EYFS PP
Forest School	(accounted for in PP Provision Lead/Inclusion Assistant role)
Resources to support good attendance for PP learners	£250
Counselling	£5000
Alternative Provision	£1,000

Summary Planned Expenditure: BEHAVIOUR AND EMOTIONAL SUPPORT 2018-2019

Total Cost:	£17, 810	% of PP Annual Budget:	20%
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Actions: ENRICHING LEARNING AND EARLY LEARNING SUPPORT 2018-2019

Desired outcome	Project	Actions	Led by	Repeated	Completed
Learners in receipt of pupil premium are not disadvantaged in any way from the enriching learning opportunities offered in school and beyond.	Educational and Residential Visits	JB to account for additional PP funds to be allocated to ensure that all PP learners attend educational and residential visits in school time.	JB	Half-Termly	
	Lunchtime Provision	LS to offer alternative lunchtime provision with enriching opportunities for PP learners identified as having difficulty with this time of the day.	LS	Daily	
	Enrichment Activities	JB/VW to ensure that all PP learners access Enhancement Days JB to ensure that learners in receipt of pupil premium funding have priority access to extra-curricular clubs.	JB/W	Termly	
	Subsidies for out of school activities	JB to create grant application form, to share with PP learners to request additional funding to support educational experiences out of school (eg. camps/ sports/ day trips etc.) JB to signpost PP learners to the local offer for enrichment within the school holidays. Designated PP leads to review the impact of this progress	JB	Half-Termly	
Academic and social gaps between pupil premium learners and peers are minimised and in many cases eradicated before compulsory schooling begins, meaning that the vast majority of learners start their school journey from similar starting points.	Early Intervention Project	JB to provide training for all EYFS learning mentors/nursery workers to ensure they are aware of the Inclusion Graduate Approach (SEN/Pastoral). Outside agency and internal referral forms should be reviewed. JB to create Inclusion folder for Explorers setting with appropriate checklists. JB/CG/VW to formulate a job description for EYs PP Support Worker CG to upload job description to website (closing date to be finalised) JB/CG/VW to review applications and arrange interviews JB to liaise with Tasha/Kathie to identify vulnerable families to focus additional support on. JB/KH/GW to identify PP learners and ensure they are carefully monitored through GW's keyworker group. JB/GW to meet every half-term to monitor progress through PPMs JB to research support groups and invite members from (Baby Bounce, Baby Massage, Library – storytime, playgroups etc) to canvas opinion on them working with us and using our school to host regular events. JB to liaise with school nurse/health visitor to ascertain whether we could use	JB/CG/VW JB JB JB JB JB JB/EYS Support Worker JB/EYS Support Worker	Autumn Term Autumn Term Half-Termly Half-Termly Autumn Term Autumn Term Half-Termly	

		<p>A designated area for health and wellbeing checks for babies/mothers.</p> <p>JB to research SLCN and advise EYFS on additional strategies to support vulnerable families.</p> <p>Once families have been identified JB to work with EYs PP support worker to formulate a plan to introduce the new role and explain what we can offer as support packages.</p> <p>JB to work with EYs PP support worker to identify termly focus workshops/actions (x1 reading focus, x1 writing focus, x1 maths focus – all should have outdoor learning and improving language skills as focused themes).</p> <p>LS to provide additional information and ideas following Outdoor Learning training.</p> <p>JB to identify and provide training as required.</p> <p>JB to create a checklist of identifying factors to use in conjunction with SPLD checklist.</p> <p>JB to ensure SALT referrals/cause for concern forms are completed as soon as concerns are raised</p> <p>JB to signpost parents to additional workshops hosted in school to highlight the importance of developing language skills.</p> <p>JB to provide information for the website to ensure this role is highlighted.</p>	<p>JB</p> <p>JB</p> <p>JB</p>	<p>As required</p> <p>Autumn Term</p> <p>Termly Half-Termly</p>	
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Planned Expenditure: ENRICHING LEARNING AND EARLY LEARNING SUPPORT			
ITEM	PLANNED COST		
Educational and Residential Visits	£3,500		
Lunchtime Provision	Allocated in Behaviour and Emotional Support		
Enrichment Activities	£1000		
Subsidies for out of school activities	£500		
Early Intervention Project	Taken from main budget		
Summary Planned Expenditure: ENRICHING LEARNING AND EARLY LEARNING SUPPORT 2018-2019			
Total Cost:	£ 5,000	% of PP Annual Budget:	6%

Actions: FAMILY SUPPORT 2018-2019					
Desired outcome	Project	Actions			
Parents and carers of learners in receipt of pupil premium funding are aware of how this funding is being spent to directly to support their child in school.	Family Learning Project	<p>JB and LS to create an overview for FLP for 2018-2019 to ensure all aspects of learning and social and emotional development are addressed.</p> <p>Through internal data (PPMs, SDQs, referrals, PST meetings etc.) JB and LS to identify vulnerable learners.</p>	JB/LS	Half-Termly	

Parents and carers are increasingly engaged in the learning process in school, and do everything possible to support their child in making progress in learning and beyond.		JB to invite parents to a workshop before the project starts to outline the six sessions and answer any questions. JB to formulate evaluation forms to canvas opinion at the start and end of the project. JB/LS to liaise to adapt projects according to need. JB to request community support when applicable (cooking project etc.) JB to analyse impact on attainment and parental engagement before and after the project.			
	Intervention Workshops	JB to support designated Pupil Premium leads to share key information with parents regarding interventions delivered. Strategies to support the intervention at home should be included. JB to formulate a report to be shared with parents identifying intervention targets, attitude to learning, progress and next steps. This document should include learner voice and a parent comment. Provision leads and class teachers to review impact of interventions at the mid-point and the end of the course.	JB	Half-Termly	
	Subsidies for School Resources (clothing/ equipment)	JB to monitor the needs of vulnerable families through (PST, referrals, SDQs, TAC meetings etc.). JB to liaise with CG to purchase any items necessary	JB	Half-Termly	

Planned Expenditure: FAMILY SUPPORT			
ITEM	PLANNED COST		
Family Learning Project	£1,500		
Intervention Workshops	£500		
Subsidies for School Resources (clothing/ equipment)	£500		
Summary Planned Expenditure: FAMILY SUPPORT 2018-2019			
Total Cost:	£2,500	% of PP Annual Budget:	4.5%