



## Roman Way First School

### Pupil premium strategy statement 2018-19

1. Summary information					
<b>School</b>	Roman Way First School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£65280	<b>Date of most recent PP Review</b>	March 2018
<b>Total number of pupils</b>	210	<b>Number of pupils eligible for PP</b>	49	<b>Date for next internal review of this strategy</b>	March 2019

2.	PP Current progress		PP Current attainment (age related)		Non PP current progress		Non-PP current attainment (age related)	
	<i>Progress +</i>	<i>sig+</i>	<i>Age related</i>	<i>Above</i>	<i>Progress+</i>	<i>sig+</i>	<i>Age related</i>	<i>Above</i>
<b>% in reading</b>	64.9%	27%	38.5%	12.8%	86.8%	25.4%	66.4%	32.8%
<b>% in writing</b>	73%	35.1%	30.8%	5.1%	80.7%	23.7%	61.5%	15.6%
<b>% in maths</b>	83.8%	27%	35.9%	5.1%	82.5%	23.7%	65.6%	19.7%

3.Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
<b>A.</b>	Low speech, language and reading skills (comprehension and phonics for some children)
<b>B.</b>	Attainment gap between pupil premium pupils and non-pupil premium pupils.
<b>C.</b>	Low resilience, low confidence and low self-esteem.
<b>D.</b>	SEND needs for many PPG pupils

External barriers		
<b>E.</b>	Poor attendance and /or late arrival at school	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>Pupils across the school will have good speech and language skills so that:</p> <ul style="list-style-type: none"> <li>they will have good understanding of spoken and written language</li> <li>they will attain the same standards in reading and writing as other pupils nationally.</li> </ul> <p>Progress to this objective will be measured in the following ways:</p> <ul style="list-style-type: none"> <li>the SENCO will check the impact of additional interventions every six weeks and adjust where necessary</li> <li>progress will be tracked in lessons daily by class teachers, and evaluated on a half-termly basis together with senior leaders and termly in pupil progress meetings</li> <li>the English lead will hear pupils read every half term to check their growing understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils across the school will be able to talk clearly in full sentences.</li> <li>Pupils will use their knowledge and understanding of language to confidently express what they want to write.</li> <li>All pupils will make good progress in reading and writing as measured by the school's assessment system.</li> </ul>
<b>B.</b>	<p>To raise attainment and accelerate progress of pupils so that:</p> <ul style="list-style-type: none"> <li>the gap between disadvantaged pupils is narrowed</li> <li>higher ability disadvantaged pupils make good or better progress to achieve working at greater depth within age related expectations.</li> </ul> <p>Progress to this objective will be measured in the following ways:</p> <ul style="list-style-type: none"> <li>drop-in observations every two weeks</li> <li>book sampling as part of drop-in observations, in half-termly subject team meetings and termly marking consultations</li> <li>termly moderation within and across key stages</li> <li>progress tracked through termly pupil progress meetings</li> <li>termly data analysis</li> <li>pupil voice meetings termly.</li> </ul>	<ul style="list-style-type: none"> <li>Disadvantaged pupils achieve in line with non-disadvantaged pupils in reading, writing and maths.</li> <li>All disadvantaged pupils make at least expected progress.</li> <li>Pupils transfer their skills and knowledge to other curriculum areas.</li> <li>Pupils make good or better progress as measured by the school's assessment systems.</li> </ul>
<b>C.</b>	<p>To meet the personal, social and emotional needs of pupils identified at risk of falling behind in their learning so that:</p> <ul style="list-style-type: none"> <li>pupils emotional well-being ensure they are ready to learn</li> <li>increased engagement of pupils and their families lead to improved learning progress and attainment</li> <li>pupils become more resilient when tackling challenges and show motivation to succeed</li> <li>parents support pupils with their learning at home e.g. practising skills, completion of homework.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils learn to express their emotions appropriately.</li> <li>Pupils show more confidence and motivation in new situations and are able to tackle challenges without the fear of failure.</li> <li>Pupils are happy, settled and confident.</li> <li>Pupils' cognitive and emotional needs are met well.</li> <li>Families feel well-supported by the school, leading to pupils' improved health and well-being.</li> <li>Parents attend workshops and information events to help them support their child's learning.</li> </ul>

	<p>Progress to this objective will be measured in the following ways:</p> <ul style="list-style-type: none"> <li>• the use of PSHE resources (Jigsaw) will be monitored termly</li> <li>• family support worker, art therapist and music therapist monitors 1:1 sessions on weekly basis</li> <li>• progress tracked half termly through book sampling and termly pupil progress meetings</li> <li>• termly data analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils make at least expected progress as measured by the school's assessment systems.</li> </ul>
<b>D.</b>	<p>To ensure that disadvantaged SEND pupils show improvement in reading, writing and maths so that:</p> <ul style="list-style-type: none"> <li>• the gap between SEND pupils eligible for pupil premium is narrowed</li> <li>• pupils make at least expected progress from their varied starting points.</li> </ul> <p>Progress to this objective will be measured in the following ways:</p> <ul style="list-style-type: none"> <li>• SENCO to track intervention and progress every two weeks</li> <li>• progress will be tracked in lessons daily by class teachers, and evaluated on a half-termly basis together with senior leaders and termly in pupil progress meetings</li> <li>• drop-ins, half-termly book sampling, termly data analysis</li> <li>• termly pupil voice meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• All disadvantaged SEND pupils make good progress in reading, writing and maths from their starting points.</li> <li>• Interventions have positive impact from beginning.</li> <li>• Pupils will make good progress in reading, writing and maths as measured by the school's assessment system.</li> </ul>
<b>E.</b>	<p>To increase attendance rates for disadvantaged pupils so that:</p> <ul style="list-style-type: none"> <li>• attendance rates are in line with that of other pupils nationally</li> <li>• pupils make expected progress</li> <li>• pupils progress is not hindered through poor attendance.</li> </ul> <p>Progress to this objective will be measured in the following ways:</p> <ul style="list-style-type: none"> <li>• weekly tracking of whole school and identified groups</li> <li>• actions monitored weekly and followed up</li> <li>• updates from family support worker where appropriate</li> <li>• weekly attendance award for class with best attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• The proportion of disadvantaged persistent absentees to be 8% or below.</li> <li>• Overall disadvantaged pupils' attendance improves from 94% to 97%.</li> </ul>

4. Planned expenditure					
Academic year		2018-19			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review implementation
<p><b>A.</b> Pupils across the school will have good speech and language skills so that:</p> <ul style="list-style-type: none"> <li>they will have good understanding of spoken and written language</li> <li>they will attain the same standards in reading and writing as other pupils nationally.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-teaching of vocabulary for pupils with S&amp;L needs to enable them to access whole class teaching and learning.</li> <li>Training for staff where needed.</li> <li>Termly pupil progress meetings will inform achievement.</li> <li>Drop-ins focusing on reading (and phonics).</li> <li>Use of the school library.</li> <li>Use of communicate in print software.</li> <li>Pupil conferences.</li> </ul>	<ul style="list-style-type: none"> <li>Speech &amp; language interventions for identified children led by classroom assistant trained in EKLAN.</li> <li>Pre-teaching key vocabulary and concepts place pupils in a stronger position to engage in learning.</li> <li>Communicate in print software provides pupils with visuals to support their use and understanding of vocabulary and concepts.</li> <li>Pupils not on track to make expected progress will continue to gain support from intervention (1:1, small group, TA support).</li> <li>Phonics will be encouraged as a reading strategy in the classroom as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>SENCO to monitor intervention.</li> <li>Data analysis will show progress in reading, writing and maths for disadvantaged pupils with speech and language difficulties.</li> <li>Drop-ins will monitor how books are being celebrated and how phonics is being used as a spelling strategy.</li> <li>Drop-ins to ensure support is given.</li> <li>Pupil progress meetings to discuss provision and impact of that provision.</li> </ul>	SLT SENCO Maths, English and phonics leads	Termly reviews in pupil progress meetings. Spring term 2019 July 2019

<p><b>B. To raise attainment and accelerate progress of pupils so that:</b></p> <ul style="list-style-type: none"> <li>the gap between disadvantaged pupils is narrowed</li> <li>the higher ability disadvantaged pupils make good or better progress to achieve working at greater depth within age related expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Identify gaps through regular formative assessment and ensure provision is in place.</li> <li>TA in every class to support pupils.</li> <li>INSET staff meetings-making reasonable and effective adjustments.</li> <li>Staff training to secure age-related expectations.</li> <li>Staff development on high quality feedback through marking consultations.</li> <li>Review of marking and feedback policy.</li> <li>Disadvantaged pupils included in specific interventions.</li> <li>Extra reading and writing opportunities for pupils eligible for the pupil premium.</li> <li>Pupil conferences.</li> </ul>	<ul style="list-style-type: none"> <li>Accelerated progress is required to diminish the difference because 60+% of disadvantaged pupils are not working at expected standard in reading, writing and maths.</li> <li>Quality first teaching and initial feedback is key to effective outcomes.</li> <li>Pupils have opportunities to respond to marking and are engaged in their learning to make better progress.</li> <li>Disadvantaged pupils are able to access wider opportunities e.g. school trips, clubs, visitors to school.</li> <li>Staff make effective adjustments to teaching and class environment to ensure all pupils access quality first teaching.</li> <li>Pupils have opportunities to develop and practise reading and writing skills in breakfast club and/or lunch club.</li> <li>Currently higher ability disadvantaged pupils are making less progress than other high attaining pupils.</li> <li>Higher ability pupils will have opportunities to engage in challenge activities.</li> <li>Development of subject teams to enable staff to have whole school overview of different subject expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Regular book sampling.</li> <li>Termly moderation in key stages and subject teams.</li> <li>Team planning to support disadvantaged pupils.</li> <li>Termly pupil progress meetings including marking consultations.</li> <li>Use Inset day, staff meetings and consultations to develop policy.</li> <li>Regular drop-in sessions by SLT and/or subject leaders.</li> <li>Performance management of all staff.</li> <li>Termly tracking.</li> <li>Pupil voice.</li> </ul>	<p>SLT</p> <p>Subject teams</p>	<p>Termly reviews in pupil progress meetings. Spring term 2019 July 2019</p>
---	--	--	--	---------------------------------	--

<p><b>C.</b> To meet the personal, social and emotional needs of pupils identified at risk of falling behind in their learning so that:</p> <ul style="list-style-type: none"> <li>• pupils emotional well-being ensure they are ready to learn</li> <li>• increased engagement of pupils and their families lead to improved learning progress and attainment</li> <li>• pupils will become more resilient when tackling challenges and show motivation to succeed</li> <li>• parents support pupils with their learning at home e.g. practising skills, completion of homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Flourishing Mindfully in schools to teach pupils methods to become resilient in lessons</li> <li>• The Jigsaw (PSHE) resource will focus on motivating and developing confidence, learning about themselves and others.</li> <li>• Workshops to help parents support their children.</li> <li>• Subsidised breakfast club.</li> <li>• Lunch club open to all pupils.</li> <li>• Support from family support worker.</li> <li>• Happy Playtimes MSA training.</li> </ul>	<ul style="list-style-type: none"> <li>• Mindfulness gives pupils the opportunity to become aware and learn to express their emotions appropriately and can enable pupils to change the way they think and feel about experiences.</li> <li>• As a mind-body approach, mindfulness can increase the pupil's ability to manage difficult situations and make wise choices.</li> <li>• If parents are well informed, they will try to help their children and understand the work the school is undertaking.</li> <li>• Opportunities for pupils to practise skills in breakfast/lunch club impact on progress, self-esteem and self-confidence.</li> <li>• Implementation of Jigsaw programme (summer 2018) links well with teaching the skills of resilience and overcoming the feel of failure.</li> <li>• Playtimes provide opportunities for children to develop social skills and encourage turn taking.</li> </ul>	<ul style="list-style-type: none"> <li>• Training evaluated at end of each term.</li> <li>• Implementation of strategies will be monitored.</li> <li>• Jigsaw assemblies highlight (and display) the work completed by classes and individual pupils.</li> <li>• Staff to report back in pupil progress meetings.</li> <li>• Drop-ins to monitor learning behaviours.</li> <li>• Behaviour logs analysed weekly.</li> </ul>	<p>SLT</p> <p>Family support worker</p> <p>Class teachers</p>	<p>Termly reviews in pupil progress meetings. Spring term 2019 July 2019</p>
<p><b>D.</b> To ensure that disadvantaged SEND pupils show improvement in reading, writing and maths so that:</p> <ul style="list-style-type: none"> <li>• the gap between SEND pupils eligible for pupil premium is narrowed</li> <li>• pupils make at least expected progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialised provision.</li> <li>• SENCO to support the progress and attainment of this group.</li> <li>• Pupil progress meetings to highlight this group.</li> <li>• TA's to use resource packs.</li> <li>• Reasonable adjustments to environment.</li> </ul>	<ul style="list-style-type: none"> <li>• SEND provision to support pupil's needs to be in place.</li> <li>• SENCO has a clear understanding of the needs of this group.</li> <li>• Pupils not on track to make expected progress will gain support from intervention (1:1, small group etc).</li> </ul>	<ul style="list-style-type: none"> <li>• SENCO to monitor assessment data.</li> <li>• Review meetings every 2 or 6 weeks.</li> <li>• Monitoring by SEND &amp; pupil premium governors and review using aptGO (audit and planning toolkit for SEN).</li> </ul>	<p>SLT</p> <p>SENCO</p>	<p>Termly reviews in pupil progress meetings. Spring term 2019 July 2019</p>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p><b>A.</b> Pupils across the school will have good speech and language skills so that:</p> <ul style="list-style-type: none"> <li>they will have good understanding of spoken and written language</li> <li>they will attain the same standards in reading and writing as other pupils nationally.</li> </ul>	<ul style="list-style-type: none"> <li>Some pupils will be supported using speech &amp; language intervention.</li> <li>Some pupils will be supported by teachers and TAs to focus on language, phonics and comprehension.</li> <li>Phonics intervention where needed.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are discharged because good progress is made in speech &amp; language sessions.</li> <li>Pupils with speech and language needs make typically less progress than those that don't.</li> </ul>	<ul style="list-style-type: none"> <li>Speech &amp; language reviews.</li> <li>Monitoring by SENCO.</li> <li>Review meetings with EKLAN trained TA.</li> </ul>	SLT SENCO Class teachers TAs	Termly reviews in pupil progress meetings. Spring term 2019 July 2019
<p><b>B.</b> To raise attainment and accelerate progress of pupils so that:</p> <ul style="list-style-type: none"> <li>the gap between disadvantaged pupils is narrowed</li> <li>the higher ability disadvantaged pupils make good or better progress to achieve working at greater depth within age related expectations.</li> </ul>	<ul style="list-style-type: none"> <li>In class support for disadvantaged pupils.</li> <li>Opportunities in breakfast club and lunch club to develop skills.</li> <li>Subsidised breakfast club for disadvantaged pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Targeted groups with pupils with similar gaps in learning ensure they receive appropriate provision.</li> <li>Appropriate resources and trained staff will enable pupils to make at least expected or accelerated progress.</li> </ul>	<ul style="list-style-type: none"> <li>Groups monitored.</li> <li>Use of teacher assessment frameworks to monitor progress.</li> <li>Pupil progress meetings.</li> <li>Drop-ins.</li> <li>Discussions with pupils.</li> <li>Book sampling of groups.</li> </ul>	SEND TAs SENCO SLT	Termly reviews in pupil progress meetings. Spring term 2019 July 2019

<p><b>C.</b> To meet the personal, social and emotional needs of pupils identified at risk of falling behind in their learning so that:</p> <ul style="list-style-type: none"> <li>• pupils emotional well-being ensure they are ready to learn</li> <li>• increased engagement of pupils and their families lead to improved learning progress and attainment</li> <li>• pupils will become more resilient when tackling challenges and show motivation to succeed</li> <li>• parents support pupils with their learning at home e.g. practising skills, completion of homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Aspects will be discussed in small groups.</li> <li>• Strategies from Flourishing Mindfully in Schools training to be used.</li> <li>• Art therapist or music therapist to work with identified pupils.</li> <li>• Support from behaviour support team.</li> <li>• Use of individualised timetables.</li> <li>• Extra staff to support pupils as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Some pupils need significant adult support and specific resources to access learning.</li> <li>• Some pupils with identified emotional barriers to learning need 1:1 counselling (art or music therapy).</li> <li>• Family support worker provides behaviour, emotional and social support to individual pupils identified at risk of falling behind in their learning.</li> <li>• Parents become more confident and engage in their child's learning.</li> <li>• Breakfast club and lunch club provides pupils with opportunities to read, write and complete homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil progress meetings.</li> <li>• Weekly reviews.</li> <li>• Tracking data and progress.</li> <li>• Discussions with pupils.</li> </ul>	<p>SLT Family support worker</p>	<p>Termly reviews in pupil progress meetings. Spring term 2019 July 2019</p>
<p><b>D.</b> To ensure that disadvantaged SEND pupils show improvement in reading, writing and maths so that:</p> <ul style="list-style-type: none"> <li>• the gap between SEND pupils eligible for pupil premium is narrowed</li> <li>• pupils make at least expected progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Interventions: FFT (Fisher Family Trust) 1:1 for identified pupils.</li> <li>• Precision teaching.</li> <li>• Interventions e.g. ELF (early literacy fun), SPRITE (English intervention) and DAN (diagnostic assessment of number).</li> <li>• Reasonable adjustments as required e.g. timetables, environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Case studies and book sampling show positive progress in all areas and behaviour for learning.</li> <li>• When pupils make progress, their confidence improves.</li> <li>• Pupils make progress when their general behaviour and attitude to learning improves.</li> <li>• Appropriate resources and trained staff enable pupils to make at least expected or accelerated progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil progress meetings.</li> <li>• Reviews every 2 or 6 weeks depending on intervention.</li> <li>• Drop-ins and discussions with pupils.</li> <li>• Book sampling.</li> <li>• Tracking data and progress.</li> </ul>	<p>SLT SENCO</p>	<p>Termly reviews in pupil progress meetings. Spring term 2019 July 2019</p>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p><b>E.</b> To increase attendance rates for disadvantaged pupils so that:</p> <ul style="list-style-type: none"> <li>attendance rates are in line with other pupils</li> <li>pupils make expected progress</li> <li>pupils progress is not hindered through poor attendance.</li> </ul>	<ul style="list-style-type: none"> <li>Admin staff and SLT monitors pupils and quickly follows up absence.</li> <li>Part time family support worker supports families.</li> <li>Breakfast club to support punctuality and positive start to school day.</li> <li>School opens 8.45 am (5 minutes early).</li> <li>Letters sent home when % is below 95%.</li> <li>Parents invited to attend meetings to address attendance concerns.</li> <li>Engagement with AIO (Attendance Improvement Officer) when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Our target is 97% attendance.</li> <li>Pupils with an attendance rate below 90% are classed as persistent absentee.</li> <li>Attendance is monitored weekly and monthly and any significant absences or patterns are identified so that support can be put into place.</li> <li>Parents are supported and advised with routines e.g. night-time and morning routines to encourage good attendance and punctuality.</li> <li>Children that have had a nutritious breakfast and positive start to the day show they are ready to learn.</li> </ul>	<ul style="list-style-type: none"> <li>Admin, head, family support worker and SENCO work together to ensure school processes work smoothly together.</li> <li>Monitoring will also focus on the attendance of disadvantaged pupils.</li> <li>Monthly meetings with safeguarding &amp; attendance team (2 governors and head).</li> <li>Parents are reminded about importance of regular attendance through newsletters, discussions, letters etc.</li> </ul>	Head Admin Family support worker AIO SENCO Teachers Gov team	Weekly Monthly

<b>Support used to address barriers for learning</b>	<b>Budget/Estimated cost</b>	<b>Methods of evaluation</b>
Family support worker (shared by other local schools).	£1,000	Individual cases
Roman Way First School's family support worker to work with individual pupils and their families (20 hrs weekly)	£9,800	Case studies Improved attendance for individuals Communications with external agencies
Art therapist to support pupils with identified emotional barriers to learning	£10,600	School/parent feedback from therapist
Music therapist to support pupils with identified emotional barriers to learning	£2,800	School/parent feedback from therapist
Breakfast club support (50 mins daily to support reading)	£1,800	% of pupils attending
Lunch club support (1 hour daily)	£2,200	% of pupils attending
Speech & language TA (3 hrs each week)	£2,000	Assessments Progress/attainment of individuals Intervention tracking
Speech & language training	£450	Observation
Intervention TAs (1:1 and small group interventions)	£14,000	Progress/attainment of individuals Intervention tracking
Support towards cost for pupils eligible for PPG to attend Breakfast Club	£1,000	% of pupils attending
Training: Flourishing Mindfully in Schools	£1,250	Termly monitoring
Jigsaw resources (Personal, Social & Health Education resource)	£2,750	Termly monitoring
Pupil progress meetings (provide time for teachers to discuss disadvantaged pupils and ways to meet their needs).	£3,000	Progress/attainment of individuals Intervention tracking
Staff CPD (E.g supporting children with reading and writing, EYFS pupil premium, interventions)	£3,000	CPD records Staff training records/staff feedback
Access to school trips (ensure all children can attend school trips regardless of family income)	£1,000	% of pupils attending trips
Resources (Books, iPads cooking ingredients and resources etc to support SEND/disadvantaged pupils)	£5,000	Progress/attainment of individuals Intervention tracking. Observations
Enrichment activities (E.g Theatre visit, working with ceramics, timetabled cooking sessions)	£1,000	% of pupils participating
Training for SENCO (National SENCO award)	£1,845	Records show implementation of information
Audit of SEND (AptGO)	£785	Half termly monitoring of action plan
<b>Total</b>	<b>£65280.00</b>	

5. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Approx. Cost
Increase progress and attainment for disadvantaged pupils.	<ul style="list-style-type: none"> <li>Reading interventions</li> <li>TA support for interventions</li> </ul>	<ul style="list-style-type: none"> <li>Attainment is still lower than non-disadvantaged pupils.</li> <li>Identified children timetabled for reading support.</li> </ul>	<ul style="list-style-type: none"> <li>We realise we need to keep better records of progress.</li> <li>To continue to create opportunities to engage children in reading and writing activities in breakfast club and lunch club introduced in summer term 2018.</li> <li>To ensure that all staff are aware of the individual needs of disadvantaged pupils.</li> </ul>	£15,000.00
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increase progress and attainment for low attaining pupils.	<ul style="list-style-type: none"> <li>Speech &amp; language support</li> <li>Specific interventions e.g. FFT</li> </ul>	<ul style="list-style-type: none"> <li>Personalised learning programmes have shown accelerated progress of a small group of SEND pupils.</li> </ul>	<ul style="list-style-type: none"> <li>We will continue to match intervention to the needs of the pupils.</li> <li>Next year, interventions or support will be monitored regularly (fortnightly/half termly) by SENCO.</li> </ul>	£30,000.00
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Support for children with social and emotional needs.	<ul style="list-style-type: none"> <li>Support from family support worker, art, drama and music therapists, and behaviour support team.</li> </ul>	<ul style="list-style-type: none"> <li>Family support worker engaged with 56 families.</li> <li>Children supported by art or music therapy able to explore their thoughts and feelings.</li> <li>Ofsted recognises that pupil's social and emotional needs are well supported. Strategies advised by behaviour support team are implemented to enable children to be active in their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Financial restraints have not prevented pupils from going on trips.</li> <li>We will continue to sign post families to specific support.</li> <li>We will continue to use art/music therapists to support the well-being of specific pupils.</li> <li>We will continue to use the behaviour support team to support specific pupils.</li> </ul>	£25,500.00

## 6. Additional detail

Our Pupil Premium Plan for 2017-18 can be found on our website.