

St Paul's RC Primary School Pupil Premium Statement – September 2016

The Pupil Premium is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM), a smaller amount is allocated according to the number of children of service families, and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2013, funding was extended to include pupils who have been eligible for free school meals within the past 6 years.

Service children premium 'Whilst the attainment by service children on average is above that of their peers, they face unique challenges and stresses. The extra funding will help schools focus on providing this additional, mainly pastoral, support.'

ST PAUL'S PUPIL PREMIUM EXPENDITURE

Pupil Premium Review dates: 22nd February 2017 and 19th July 2017

Number of children	PP group	Total
54	Pupil Premium (£1320)	£71,280
12	Service PP (£300)	£3, 600
1	Pupil Premium+ (£1900)	£1, 900
		£76, 780

INCOME £76,780

Proposed plan based on previous years spend with additional plans to tackle under achievement - Maths has a whole school focus in addressing progress and attainment for children. Read write Inc- the early teaching of reading and writing maintains as a priority for foundation and key stage 1 and at key stage 2 the key area is the teaching and progress that children make with reading.

The service family plan is separate and focused mainly on emotional and pastoral care.

Current Academic Year
(Percentages are for each cohort and the totals across the school)

Year Group	Total	FSM	Ever 6	Services	Adoption Premium
Year 6 (30)	15 (50%)	7 (23%)	6 (20%)	2 (7%)	0
Year 5 (31)	17 (55%)	6 (19%)	8 (26%)	3 (10%)	0
Year 4 (27)	10 (37%)	6 (22%)	3 (11%)	1 (4%)	0
Year 3 (26)	13 (50%)	4 (15%)	5 (19%)	4 (15%)	0
Year 2 (29)	10 (34%)	10 (34%)	0	0	0
Year 1 (23)	6 (26%)	5 (22%)	1 (4%)	0	0
Reception (29)	7 (24%)	7 (24%)	0	0	0
Total (195)	78 (40%)	2 (23%)	23 (12%)	10 (5%)	1 (%)

10 children are Ever 6 and Services

1 Adopted Premium- this is based on a child at the school in 2015/16

1. Current attainment 2015/16		
End of KS2 Attainment for: 2015-2016 (children FSM/Ever 6 with 2 service children)	<i>Pupils eligible for PP (your school) (FSM/E6)</i>	<i>Pupils not eligible for PP (your school/national Y6)</i>
% achieving expected standard or above in reading, writing and maths	0%/22%	42%/53%
% achieving expected standard or above in reading	0%/22%	58%/66%
% achieving expected standard or above in writing	0%/22%	54%/74%
% achieving expected standard or above in maths	0%/22%	46%/70%

End of Y5 Attainment for: 2015-2016 (13 children)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading	38%	61%
% achieving expected standard or above in writing	23%	56%
% achieving expected standard or above in maths	38%	56%

End of Y4 Attainment for: 2015-2016 (13 children)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading	15%	53%
% achieving expected standard or above in writing	8%	53%
% achieving expected standard or above in maths	31%	53%

End of Y3 Attainment for: 2015-2016 (8 children)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading	25%	78%
% achieving expected standard or above in writing	25%	72%
% achieving expected standard or above in maths	25%	72%

End of Y2 Attainment for: 2015-2016 (8 children)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading	25%	94%
% achieving expected standard or above in writing	25%	81%
% achieving expected standard or above in maths	38%	88%

End of Y1 Attainment for: 2015-2016 (11 children)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading	91%	88%
% achieving expected standard or above in writing	64%	72%
% achieving expected standard or above in maths	91%	88%
% achieving phonics screening check	86%	86%

End of EYFS Attainment for: 2015-2016 (6 children)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving a good level of development	51%	64%
% achieving expected standard or above in reading	66%	79%
% achieving expected standard or above in writing	33%	82%
% achieving expected standard or above in maths (numbers)	100%	91%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Slower progress of PP children is creating a gap between them and non-PP children (need to accelerate progress)	
B.	Poor social and emotional resilience	
C.	Unable to access feedback to maximise progress and attainment	
D.	Low engagement and motivation of PP children	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children make expected or better progress in reading, writing and maths	In year 2-6 the children in receipt of PPG funding will make at least 6 steps progress (striving for 7 steps) In the EYFS and Y1 the children in receipt of PPG funding will make at least 5 steps progress (Progress taken from Autumn 1 assessments)- striving for 6 steps Children will be able to talk about their progress Progress will be evident from looking at their work. The gap between PP and non PP pupils will be minimised at the end of the EYFS, KS1 and KS2.
B.	PP children’s maths improves in line with non-pp children at the end of KS2	The gap between those children in receipt of PPG funding and those who are not will be minimised. Attainment at the end of KS2 for children in receipt of

		PPG funding will be at least in line with the national average.
C.	The attainment in maths, reading and writing in KS1 of children in receipt of PPG funding will rise, in line with the attainment of all children	The gap between those children in receipt of PPG funding and those who are not will be minimised. Attainment at the end of KS1 in Maths, reading and Writing for children in receipt of PPG funding will be at least in line with all other children
D.	Children will become more resilient, secure and confident	Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn. For those children supported by the learning mentor and counsellor they will show accelerated academic progress and have increased social and emotional well-being.
E.	Children will become more motivated and engaged with their learning, with the desired impact of raising attainment and progress	Children will show increased levels of engagement and motivation for their schoolwork Personalised learning resources are used to motivate children Read write inc tracker will show good rates of progress for all children

Blue writing shows the outcome of the mid-point review- actions are at the end of the document.

Green writing shows the end of year review

Actions focussed on Learning in the Curriculum (direct impact on attainment)						
Focus	Spend	Provision	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Impact
SENCO release time ½ day per week	£5, 000	Specifically focused on pupil premium children- Particularly focussed on advice and support for class teachers in provision for specific children. Referrals for learning mentors, therapists and counsellors to support the learning needs of the PP children.	To monitor and meet with parents and professionals. There will also be opportunities to observe children in class and at playtime.s	Learning Walks, Performance management, Monitoring of planning and assessment data Evaluations and reports from outside agencies.	SM	<p>22 families linked through Team Around me (70% PP). Informal feedback given to the other PP pupils who are not in a formal arrangement.</p> <p>23 families engaged with TAM/CAF process 19 families- (82% PP)</p>
Additional TA in foundation stage	£4,400	Intervention support for identified children from term 1 onwards. Intervention will be bespoke to the pupils- could include BLAST, ELKLAN, pinny time in maths and/or phonics, precision teaching.	This year our cohort has 3 very high need pupils, therefore an additional TA would be able to provide additional support for identified children.	Learning Walks, Performance management, Monitoring of planning and assessment data	MA/ SLT	<p>7 children who are FSM in foundation- all have completed the first BLAST programme. They all access pinny time/precision teaching- expecting 63% of PP to reach GLD despite the very low on entry data. (increase on last year being 50%).</p> <p>Children in</p>

						<p>Foundation made lots of steps in progress.</p> <p>Progress was in line or better than non pp.</p>
TA supporting 1-1 read write inc support	£2,200	A TA will carry out individual focused support for PP pupils on read write inc. Gaps in learning identified through assessment, targeted support on a daily basis for a period of time until learning embedded.	Progress is maximised where independent learning and developing children's awareness of successful learning is secure. Learning resources that are carefully matched to the children's needs will ensure that progress is maximised, based on accurate assessment and feedback.	SLT monitoring through drop-ins, work scrutiny and pupil conferencing will review how this approach is progressing. Children will be able to articulate their progress by showing how they have improved their work. Termly data meetings will review the progress of all children and groups.	DP/SLT	<p>100% on track for phonics screening check in summer 2017- increase on 90% last year. All of the PP access additional support with TA afternoons.</p> <p>100% PP of children passed the phonics screening</p>
Additional TA time in key stage 1: two teaching assistants for 4 afternoons per week.	£8,846	Intervention support for targeted children in years 1 and 2. One to one read write inc provision – daily to address misconceptions and accelerate progress.	Progress is maximised where independent learning and developing children's awareness of successful learning is secure. Learning resources that are carefully matched to the children's needs will ensure that progress is maximised, based on accurate assessment	SLT monitoring through drop-ins, work scrutiny and pupil conferencing will review how this approach is progressing. Children will be able to articulate their progress by showing how they have improved their work. Termly data meetings will review the progress of all children and groups.	SB/SM	<p>Year 1 PP making good progress at the moment in English/maths/phonics. All now working at Year 1 expectations. Interventions together with HQT having a clear impact.</p> <p>Year 1 children made on average 5.0 progress in writing and 4.7 progress in reading.</p>

			and feedback.			<p>Year 2 Progress is skewed with this cohort due to two children making slow progress- changes made to their provision through the closing the gap sheets. Additional support being implemented for targeted children in English.</p> <p>PP children made 4.7 average for reading and 5.3 average for writing.</p>
Additional TA support for year 5 and 6: two teaching assistants for 4 afternoons each.	£8,500	Interventions focussed on maths and English addressing misconceptions and conferencing for writing. Maths surgeries that address the immediate needs.	TA support will ensure that children have the opportunity to practice the skills independently and also have opportunities to develop reasoning skills. Precise feedback will be given to maximise progress.	Maths and English subject leaders to monitor the attainment of all children and groups at least termly. Termly data meetings will review the progress of all children and groups. SLT monitoring through drop-ins, work scrutiny and pupil conferencing will review how this approach is progressing.	DP/	<p>Year 5 (13 PP pupils) Making excellent progress- Reading: 3.6, writing 3.7, maths 3.5. There are two children where their progress is a concern- adjustments have been made for term 4.</p> <p>EOY- 6.0 Reading 7.1 Writing 6.2 maths</p> <p>Year 6 (13 children) Progress at this point reading 3.4, writing 3.4 and maths 3.0.</p>

						<p>Good progress- 3 children appear to have made slower progress- adjustments made to provision this term.</p> <p>PP pupils made 5.8, Reading 5.5 Writing and 5.4 Maths</p>
1:1 or small group provision in Year 2 for 0.5 of a day	£5,500	To provide support for learning and social and emotional needs for a child that is significantly below their age related expectation.	Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn.	Children will be screened and a clear baseline established. For targeted children an action plan will be devised which will be monitored regularly for impact	SB/SM	<p>A group of year 2 children are working with the ELSA. There will be four more groups in place from term 4 onwards- 2 year 2 groups, 2 x year 4 groups with one ELSA TA, also a group in year 3.</p> <p>Children were able to access learning more settled and confidently. There were able to build resilience in their learning and in friendships.</p>
1:1 or small group provision in Year 5 for 0.5 of a day	£5,500	To provide support for learning and social and emotional needs for a child that is significantly below their age related expectation.	Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn.	Children will be screened and a clear baseline established. For targeted children an action plan will be devised which will be monitored regularly for impact	SM	<p>A group of year 2 children are working with the ELSA. There will be four more groups in place from term 4 onwards- 2 year 2 groups, 2 x year 4 groups with one ELSA TA, also a</p>

						<p>group in year 3.</p> <p>The children were more settled and resilient while writing SATS. 2 children had reduced anxiety around home issues.</p>
One – to – one teacher – 1/2 day per week	£3,240	Conferencing on maths, reading and writing. (All year) September to May- focus on year 6 pupils then May to July year 5 targeted pupils.	Effective feedback will enable the children to make accelerated progress. Children will be able to talk about their progress and how the feedback has helped them to progress.	Additional interventions to enable more personalised learning have been put in place. Progress is monitored closely and children are given timely and precise feedback to maximise progress.	KS/MA	<p>Year 6 (13 children) Progress at this point reading 3.4, writing 3.4 and maths 3.0. Maintain the focus of this support - adjustments made on closing the gap sheets.</p> <p>At the end of the year PP children made 6.1 Reading 5.2 Writing 5.2 Maths</p>
One- to – one teacher : 1/2 day per week	£3,240	Conferencing on maths (All year) September to May- focus on year 6 pupils then May to July year 5 targeted pupils.	Effective feedback will enable the children to make accelerated progress. Children will be able to talk about their progress and how the feedback has helped them to progress.	Clear baseline to be recorded before the group interventions begin. Termly assessments and progress in terms of steps progress are recorded. Additional or amended interventions put in place as needed. Group interventions recorded in conversation with the class teacher.	KS/MA	<p>Year 6 (13 children) Progress at this point reading 3.4, writing 3.4 and maths 3.0. Maintain the focus of this support - adjustments made on closing the gap sheets.</p> <p>EOY- 5.4 Maths (year 6) on track good progress made from March combined 4.5</p>

One-to-one teacher- 1/2 day per week	£3,240	Conferencing on maths/writing with pupils in year 5. 1/2 day per week throughout the year.	Effective feedback will enable the children to make accelerated progress. Children will be able to talk about their progress and how the feedback has helped them to progress.	The progress in steps of all children will be closely tracked. Records of pupil conferencing will be kept and used to inform future planning for the teacher. Termly monitoring of books and pupil conferencing will show progress for targeted children in each class.		<p>Conferencing to begin in term 4 and 6 for this year group- priority currently is writing.</p> <p>EOY- 5.8 points progress in writing. This improved from 4.8 average in March.(CHECK)</p> <p>Maths 4.5 in March to 6.2 at EOY.</p>
<p>After school bug club programme</p> <p>Membership to the programme</p>	<p>£531</p> <p>£2,280</p>	Targeted reading intervention for 6 pupils based on a weekly after school club. The children will change on a termly basis. One teaching assistant to run this club weekly- 1 hour per week.	Additional interventions to enable more personalised learning have been put in place. Progress is monitored closely and children are given timely and precise feedback to maximise	Clear baseline to be recorded before the group interventions begin. Termly assessments and progress in terms of steps progress are recorded. Additional or amended interventions put in place as needed. Group interventions recorded in	SM	<p>Summer term implementation</p> <p>This did not proceed as there was not a strong leader.- or allocated TA.</p>

			progress	conversation with the class teacher.		
Chatterbooks project	£1000 £800	Targeted intervention programme for PP pupils to develop a love of reading. Encourage discussion around texts, shared in the group. Through doing the programme the comprehension skills of the pupils are developed. TA will support this programme one afternoon per week.	To ensure that children have the opportunity to practice the skills independently and also have opportunities to develop reasoning skills. Precise feedback will be given to maximise progress.	The impact in school will be recorded through discussions with the class teachers. Reading records to be monitored to see if there is increased access.	DP/KF	Starting term 4 This program was very successful in raising the level of comprehension with target children, and independent reading skills, however due to high priority in other areas of the school this will not continue 2017/18
Professional Development:	£4,000	Specific training for staff on teaching and learning, Read write inc training (all staff), Freshstart training (1 TA), Read write inc development day, Whole staff maths training day (CAST), curriculum development, subject leader support, lesson study programme and ELKLAN training.	The training in aspects of successful teaching and learning will have an impact on all children, however the focus on higher order thinking skills will have a greater impact on the more able.	CPD impact analyses will show an increase in staff confidence and expertise.	MA	Read write inc training / Maths training for teachers/TAs / ELKLAN/ RWInc / Curriculum development sessions/ subject leader training (RWInc lead) complete- monitoring has taken place. Term 4 onwards- Masterclasses/ RWInc Dev day / Lesson study
Actions Focussed on social, emotional and behavioural issues (addressing barriers to learning)						

MAST	£2100	Multi agency support for vulnerable pupils and their families, includes learning mentors, therapists, counsellors, family support workers and EP.	Targeted support in place for targeted individual children. They feel more secure and confident and are able to manage their emotions more readily.	Records and evaluations shared with the school, as appropriate. The impact in school will be recorded through discussions with the class teachers. Parents will be asked to contribute to discussions about the impact of the intervention.	SM	<p>2 full days support with learning mentor- 13 children (2 children attend in a friendship group) 4 have exited since term 3.</p> <p>0.1 councillor- 1x art therapy session per week 1x additional Councillor session per week (specific child) 3 children</p> <p>Mast support has been influential in supporting families and children. The learning mentors worked with 16 children this year as well as conduct friendship groups and 'crisis' sessions for 4 additional children.</p>
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Group work with trained TA to help children develop communication skills and emotional needs. (2 afternoons per week)	£2,058	Supporting pupils with Communication / Emotional/behavioural difficulties. Supporting pupils with literacy difficulties.	Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn.	Children will be screened and a clear baseline established. For targeted children an action plan will be devised which will be monitored regularly for impact	SM	A lunchtime group is in place with targeted children- takes place 4 days per week. Includes 4 children on a weekly basis. Support deployed when there is a need to specific children- this has been put in place for 12 children up to end of term 3.
Subsidised access to the school breakfast club	£500	Children who are eligible for FSM/PP have access to subsidised breakfast club. This is to ensure they have a suitable breakfast before starting school. The transition period from home to school will also give them a better emotional start to the day.	This will provide a firm foundation for Targeted children to be ready to learn and set for the day.	Records and evaluations shared with the school, as appropriate. The impact in school will be recorded through discussions with the class teachers.	MA	Targeted to 2 families at the moment- based on the need at the time, however a letter went to all PP pupils who at times attend the club. The children were able to start the day ready to tackle the day and engage with learning and school life.
Actions focussed on enrichment beyond the curriculum						
Subsidised trips- residential	£2,000	All children in year groups have access to educational visits and residential which would be out of the financial limitations of some families. All pupils access to theatre group	There is a greater sense of equality and inclusion in that the children are able to participate in visits, without any financial	Children are able to participate in school visits. Through pupil conferencing the children report positive experiences and impact on their learning.	MA	The year 6 residential has been subsidised for all PP children- they have paid half price £1820. The additional money has

		and visitors in school. This experience is followed up in school.	hardship.			<p>supported class visits to enable all PP pupils to attend- this budget line will be overspent.</p> <p>The children that were subsidised thoroughly engaged with the activities on the residential and enjoyed the experience.</p>
Children's University	£350	Raising aspiration across the school. Encouraging children to continue their learning outside the school.	To encourage an interest in the world around them, building on talents- creating lifelong learners. Participating in out of school activities will help increase self esteem and confidence.	Through pupil conferencing the children report positive experiences and impact on their learning.	MA	2 pupils attended the University Graduation Event this year- more children attend clubs however we need to promote this further.
Summer/Easter schools	£300	All pupils accessing the Excellence Cluster Easter/Summer schools are Pupil Premium pupils.	Targeted support in place for targeted individual children. They feel more secure and confident and are able to manage their emotions more readily.	Through pupil conferencing the children report positive experiences and impact on their learning.	SM/MA	<p>14 Referrals have been submitted for schools during the easter and summer holidays for targeted children.</p> <p>Will be overspent</p> <p>Due to price</p>

						increases and budget constraints, 9 pupils attended Easter and summer schools. All children enjoyed their experience and were able to share about it with others.
Actions focused on families and communities (Helping parents provide better support to their children)						
PSA-Supporting	£ 4,933	Supporting vulnerable, hard to reach families, parents, CAFs. Regular courses are organised to help parents build social groups as well as improve ways to support their children's learning at home.	Targeted support in place for targeted individual children. They feel more secure and confident and are able to manage their emotions more readily.	Records and evaluations shared with the school, as appropriate. The impact in school will be recorded through discussions with the class teachers. Parents will be asked to contribute to discussions about the impact of the intervention.	MA/SM	PSA supports PP families very closely- more information for the next review. PSA continues to support families in the school. Currently working with ____ families. Began a Thursday craft club in which ____ families attended.
TOTAL SPEND	£70,598	CONTINGENCY-				£71,280 total

Impact on attendance: Overall attendance of FSM 94.02% (1.3% increase on previous year, two years of improvement), persistent absence improvement last year 25.91% FSM PA, this year to the end of February was 10.62%- 15.29% improvement to date.

SERVICE PUPIL PREMIUM

	Spend	Provision				Impact
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PSA- 1/2 day per week	£1,233	Support for vulnerable parents and emotional support for parents as an ELSA trained TA.	Targeted support in place for targeted individual children. They feel more secure and confident and are able to manage their emotions more readily.	Records and evaluations shared with the school, as appropriate. The impact in school will be recorded through discussions with the class teachers. Parents will be asked to contribute to discussions about the impact of the intervention.	MA	PSA meets with parents of PP pupils and supports them through various situations- Outcome figures to be sought for the year.
Military Kids Club membership	£150	Attendance at Military Kids Club (MKC) with other network schools. PSA to attend adult network meetings termly.	To be able to meet with and identify with children in a similar situation.	Through pupil conferencing the children report positive experiences and impact on their learning.	MA	100% attendance at this group monthly. The MKC attend meetings with other children in the City termly. MKC members are enthusiastic about attending events and meetings around the city.
Transport to HMS Heroes events	£400	Transport to the termly meetings. Support the children in interaction with other service children.		Through pupil conferencing the children report positive experiences and impact on their learning.	MA	Will complete at the end of the year.
TA for one afternoon per week-social/self esteem focus 2.25 x 39	£3,901	Targeted bespoke support for service pupils with emotional needs. One of the ELSA trained TAs will work with pupils when the support is needed- potentially after a deployment. The cycle of deployment is key in monitoring the needs of the pupil and family.	Children are given an opportunity to talk about their emotions in a safe and secure environment. They are able to discuss any worries or concerns that they may have. They will	Pupil conferencing and surveys before, during and after the support group sessions will show the impact of this intervention. Parental surveys will show any impact on the children at home.	MA	SENCO has been carrying out this piece of work due to the needs of the children. Children were able to show resilience during the

			feel more secure and resilient, increasing their confidence and sense of well-being			deployment and able to discuss worries and concerns with key members of staff.
1:1 TA to support the learning and development of a pupil	£300	Targeted bespoke support for service pupils to support education and emotional needs.	Children are given an opportunity to talk about their emotions in a safe and secure environment. They are able to discuss any worries or concerns that they may have. They will feel more secure and resilient, increasing their confidence and sense of well-being	Pupil conferencing and surveys before, during and after the support group sessions will show the impact of this intervention. Parental surveys will show any impact on the children at home.	MA	Due to the complex need of the child this moved to a MAST referral to get specialist support from an art therapist. It has been in place all year and is a weekly support. MAST withdrew support and CAMHS assessment was completed.
1:1 or small group conferencing with a teacher.	£1400	Targeted intervention- that has been identified through Closing the gaps sheets, teacher assessment and school data. Weekly conferencing sessions with a 1:1 teacher targeting Maths and Writing.	Effective feedback will enable the children to make accelerated progress. Children will be able to talk about their progress and how the feedback has helped them to progress.	The progress in steps of all children will be closely tracked. Records of pupil conferencing will be kept and used to inform future planning for the teacher. Termly monitoring of books and pupil conferencing will show progress for targeted children in each class.	MA	Targeted children all making good progress- most of this has been taken from analysis of data and teachers have targeted provision with the closing the gap provision.
TOTAL SPENT	£7,884	contingency £ overspent				

PUPIL PREMIUM PLUS

	Spend	Provision				
TA support for the pupil on a 1-1 basis or in a group situation.	£880	Support with gaps in learning- to support and accelerate progress. The pupil is at expectations in all areas of learning- support ensures that he will make better than expected progress. Maths surgeries and pinny time will be used.	Additional interventions to enable more personalised learning have been put in place. Progress is monitored closely and children are given timely and precise feedback to maximise progress.	Clear baseline to be recorded before the group interventions begin. Termly assessments and progress in terms of steps progress are recorded. Additional or amended interventions put in place as needed. Group interventions recorded in conversation with the class teacher.	MA/SM	This was based on a pupil who left the school in summer 2016- due to the funding coming retrospectively. The pupil had 1-1 support throughout year 6 due to complex need, through an EHC.
PSA time/MAST provision	£800	Additional support for the family as and when needed by PSA or MAST team. Signposting to additional provision, after school clubs, holiday clubs.	Targeted support in place for Families, so that they feel more secure and confident and are able to manage their emotions and family life.	Pupil conferencing and surveys before, during and after the support group sessions will show the impact of this intervention. Parental surveys will show any impact on the children at home.	SM	
Learning Mentor for a Child undergoin		Support through this process is being provided by the learning mentor, and helping to deal with attachment and issues with loss.	Children are given an opportunity to talk about their emotions in a safe	Pupil conferencing and surveys before, during and after the support group sessions will show the impact of this	SM	

g SGO.			and secure environment. They are able to discuss any worries or concerns that they may have. They will feel more secure and resilient, increasing their confidence and sense of well-being	intervention. Parental surveys will show any impact on the children at home.		
ALLOCATION	1,900					
TOTAL SPENT	1,680	Contingency £220				

Actions following the Mid-Point review:-

- Year 2- additional TA support to focus on writing in the afternoons. Ideally 3 more afternoons to target English elements of the curriculum.
- Small targeted group conferencing for writing for year 5/6 pupils- class teachers to lead this with a focus on EXS and GDS: three week cycle over 3 afternoons per week.
- Promotion on the school website and newsletter about the Children's University opportunities.
- PSA to annotate weekly timetable showing (Pupil Premium and Service) who/when she is supporting children. Evidence of impact needed for this support- link to closing the gap evidence base.
- Easter school- supply costs for teachers £1,280, reward for attending £150, resources for the 3 day school £50- TOTAL COST: £1,780
- Implement Bug Club in the summer term- New lead for teaching and learning to drive this, a new TA at the school will be running the after school club with PP pupils.

- Develop parental links further through the PSA- ideas to develop include, coffee mornings and training session, Engaging parents in reading sessions with their children etc. PSA to have a page on the website and include an article for newsletter to raise profile again.
- Maintain the rigour of the 'Closing the Gap' developments.