

Featherstone Wood Primary School

Pupil Premium Grant and SEN Expenditure: Report 2017-2018



Context of school

- Featherstone Wood Primary School is an undersubscribed one form entry school situated in south Stevenage. The site was originally built as a two form entry school and so has ample space and large grounds. Our intake is below national average, number on roll varies but is usually around 200, this is due to a significantly lower than average stability figure which places us in the lowest 20%. Our deprivation indicator places us in the top 40% of deprived areas nationally. The majority of our pupils come from the “Shephall” area which falls under the Shaphall electoral division area which is the second poorest area of Stevenage.
- The current Headteacher was seconded as acting deputy and SENCo in September 2013 and became substantive Headteacher in January 2014. A returning member of staff became SENCo in January 2014, the new deputy started in April 2014. Excellent succession has now seen the SLT evolve into the Headteacher and three assistant heads responsible for curriculum, SEN and pastoral.
- Due to the considerable vulnerable nature of the majority of our families the leadership identified the need of significant pastoral and nurture support for pupils and families. Developing pupil resilience and emotional maturity is key to enabling positive learning and is at the heart of the day to day provision Featherstone Wood offers.
- 16% of our pupils claim Free School Meals.
- 23% of our pupils receive SEN support or have an EHCP plan.
- 35% of our PPG Pupils are SEN.
- PPG are a highly mobile group. 27% of our school leavers 14/15, 46% of our school leavers 16/17, 45% of our school leavers September to March 16/17.
- 39% 14/15, 40% 15/16 and 48% 16/17 of our arrivals are PPG.
- 21% of our pupils have English not as their first language (EAL)
- 36% of our children are from Ethnic Minority groups.
- Attendance is at 95.2%. This is up from 94.27% the same time last year.

Recent and New Initiatives

- The school is striving to create a positive learning culture in which everyone can reach their full potential.
- The Leadership of the school has recognised that a major barrier for many of the children’s learning is their chaotic and turbulent home lives. A part time pastoral leader has been appointed together with a nurture group leader who provides a lunch time club and small support sessions to support the needs of our most vulnerable.
- The school has developed a nurture group and leader to raise the self-esteem and develop emotional awareness in our vulnerable groups.
- The school launched an up-to-date reading system to meet the 2014 National Curriculum. It has invested in a computer library system.
- The ICT has been developed across the school with the purchase of ipads and a whole school investment in the Purple Mash computing scheme.
- The Early Years environment has been improved to provide quality resources and a stimulating learning space to promote first hand learning experiences.
- Staff have gone through extensive training to give them the skills to provide individualised

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interventions to accelerate progress.

Objectives of Pupil Premium and SEND Spending

Our key objective in using the Pupil Premium Funding and SEND budget is to ensure that all pupils make good progress. Historical attainment for groups across the school has been low but as levels of attainment rise, we are working to ensure that there is no gap between pupil groups. Speech, Language and Communication Needs are a high incidence SEN within the school, particularly in the Early Years, with a **significant number** of children entering school with below age related language skills. Common barriers for children in receipt of FSM can be weak language and communication skills, a lack of confidence, less support at home, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations which prevent children from flourishing.

Through targeted intervention and a focus on reasonable adjustments for individuals within high quality inclusive teaching approaches, we are working to eliminate barriers to learning and progression. Many children start our school with a very low baseline of attainment and our aim is to ensure they make accelerated progress in order to reach at least age related expectations as they move through the school.

We have analysed our data thoroughly and have made use of research such as 'Ofsted, The Pupil Premium, How schools are spending the funding successfully to maximise achievement' (2012), 'SEN support: A rapid evidence assessment' (2017) and The Sutton Trust Teaching and Learning Toolkit in order to help us make more informed choices about the effectiveness and impact of interventions on learning and attainment.

In addition to this we have identified some key principles (outlined overleaf) which we believe will maximise the impact of our pupil premium and SEND spending:

Key Principles

Building Belief

We will endeavour to provide a culture where:

- Staff believe in ALL children
- Barriers to learning are identified at the earliest opportunity through observation and assessment
- There are no excuses made for underperformance
- Staff adopt a solution focused approach to overcoming barriers

Analysing data

We will ensure that:

- Data is analysed on a regular basis so that performance can be monitored and problems addressed early
- Staff are involved in the analysis of data so that they are fully aware of the strengths and weaknesses across the school.

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Identification of Pupils

We will ensure that:

- All teaching and support staff are involved in the identification of pupil needs
- All staff are aware of who the pupil premium, SEND and vulnerable learners are in their class
- All pupil premium children benefit from the funding, not just those who are under performing
- Underachievement is targeted at all levels (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if..."

Improving Quality First Teaching

We will continue our endeavour to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching by using our Senior Leaders to:

- Set high expectations
- Address any variance within school
- Ensure consistent implementation of the non-negotiables such as planning, marking and guided reading
- Personalising learning approaches to meet the needs of individuals with a range of needs
- Share good practice within the school and draw on external experience
- Provide access to high quality CPD
- Improve assessment through joint levelling and moderation

Increasing Learning Time

We will maximise the time spent on closing the gap through:

- Improving attendance and punctuality
- Providing earlier intervention at KS1 and EYFS
- Extended learning out of school hours through early morning support and after school booster sessions

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring support staff and class teachers are given the opportunity to communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Providing support for parents so that they are able to support their child's learning within the curriculum and manage in times of crisis
- Tailoring interventions to the needs of the child
- Recognising and building on children's strengths to further boost confidence
- Rigorously monitoring the impact of support and adjusting provision as needed

In our determination to ensure that all children succeed, we recognise the importance of and are committed to providing individualised interventions for set periods of time to support children in times of crisis.

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Funding priorities 2017/18

- This year, our priority is to continue to raise standards in our Early Years provision. Developing the learning environment and skills of the teaching staff. Individuals will be identified and given specialist interventions. Speech and language needs are identified early in the Autumn term and addressed through specialist interventions.
- Across the school will continue to develop the ICT. Children will be provided with iPads in their classroom. The ICT Purple Mash resource will be purchased and introduced to the whole school. Parent and children workshops will be provided across the school.
- The school has recognised that a major barrier to many of the children's learning is their chaotic and turbulent home lives. Nurture provision is a strong focus across the school with a Nurture leader providing group interventions and a lunch time support club.
- Specialist interventions, to accelerate progress of our children, will be developed through staff training, rigorous assessment and identification of individuals and quality first hand teaching.

Number of pupils and funding

Total number of pupils on roll	200
Total number of pupils eligible for pupil premium funding	72
Total number of pupils receiving SEN support	43
Total number of pupils with an EHC Plan	2
Notional SEN budget (including Exceptional Needs delegation) Basic per pupil entitlement	£8163
CLA PPG	£2276
Pupil Premium funding	£84663

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Record of Pupil Premium Funding spending by item/project 2017/18				
Year group	Item/project	cost	Objective	Impact/outcome To be recorded July 2018
EYFS	Language Speech sounds	£3395	To raise speech and language levels for nursery and reception cohort through the use of Wellcomm materials	Autumn- 19 children working in small groups, 4 SEN pupils. All groups achieved their targets. 1 child will need additional support next term. Spring - 17 children 2 PPG receiving speech and language interventions. Targets achieved, great impact noted by teachers and SALT.
	Word Aware	£83	To develop their understanding and use of language.	Autumn Term- 2 children, 1 SEN. Additional sessions to be held next term. Spring Term- 3 children. 1 child achieved their target. 1 child left the third child needs further support.
	Nurture	£118	To be able to participate in play activities and remain part of the group.	Autumn Term- 5 children, 1 ppg, 2 SEN. Additional sessions to be timetabled for the summer term. Good progress made in the summer term. Children more settled in class.
	Attention and listening	£120	To develop their listen and responses. Follow instructions and develop their communication skills	Autumn Term-4 children, 1ppg, 2 SEN. Additional sessions to be timetabled for next term. Spring Term- 4 children, 1 PPG, 2 SEN. Three children showing improved attention and listening. The third child is less consistent.
	SALT	£1320	To support individual children to meet their individual targets from the Welcome screening.	Autumn Term- 8 children, 3 ppg, 2 SEN All groups achieved their targets. Spring Term-2 SEN children receiving 1:1 support. Children still working on their targets. NHS to review. Summer term- 3 children, 2 SEN and 1 PPG receiving support to achieve their speech and language targets. Targets achieved.
	Early Talk Boost	£268	To develop their communication skills through the Early Talk programme.	Spring Term- 6 children, 3 ppg, 2 SEN children receiving interventions Summer term-3 children, 1 PPG.
	Maths intervention	£85	To develop his counting skills to 10	Spring Term- 1 SEN child. Child is inconsistent with their counting. Further support planned for the summer term. Summer term-1 SEN child receiving one to one support to close gaps in their maths.
	Art Therapy	£275	To raise self-esteem, develop emotional awareness and communication skills	Summer term- 1 SEN child receiving individual support. Good progress made.
	EYFS budget	£945	Early intervention - to	New equipment and learning environment

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			provide quality and consistent resources in the learning environment - particularly to support boys' understanding	developed inside and outside of the classroom. Improved first hand experiences for all children.
Year 1	SALT	£326	To support individual children to meet their individual targets from the speech and language specialist	Autumn Term- 2 children, 1 PPG, 2 SEN-Targets achieved, new targets to be set. Spring Term- 2 children, 1 PPG, 2 SEN. Excellent progress has been made. Targets achieved and new targets set. Summer term- 2 children, one SEN and one PPG receiving support to achieve their speech and language targets. Children mastered the objectives in isolation, more practise needed to consolidate.
	FMS	£144	To develop their fine motor skills.	Autumn Term-4 children, 4 SEN. Two children made good progress, two children improved their FMS. 1 child achieved ARE in writing. Spring Term-4 children, 1 PPG, 4 SEN. The children have demonstrated good progress. All are able to form more of their letters correctly.
	Talkabout	£80	To raise self-esteem, develop emotional awareness and communication skills.	Spring Term-4 children, 2 PPG, 4 SEN. Children have come into school happily. Further sessions are needed to continue to develop the children's emotional awareness and communication.
	Oral sentence building	£102	To develop speech and language skills and develop the children's use of grammar	Autumn Term- 3 children, 1 PPG, 2 SEN- Two children achieved their target, one child to continue. Spring Term- 1 child receiving 1 to 1 support. Excellent progress has been made. The child is now demonstrating excellent communication skills.
	Social Skills	£102	To be able to take turns in games, sustain a two way conversations	Autumn Term-3 children, 3 SEN. All children became more engaged and improved behaviour has been noted.
	Phonics	£154	To consolidate phase two sounds.	Autumn Term- 3 children, 3 SEN. One child has secured their sounds and blending. 2 children know the sounds but are not secure with blending. Spring term- 2 SEN children receiving small group support. Both children have secured their sounds. Both are still struggling with their blending. 1 PPG child receiving one to one support. Good progress made. They are now secure with phase two and have moved on to phase three.
	Emotional support	£70	To be able to take turns and regulate their emotions.	Summer term- 1 PPG, SEN child working twice a week to learn how to take turns and accept they will not always win in games.
	Reading support	£533	To increase their reading fluency and reading age by 6 months	Summer term- 6 children receiving daily one to one reading support. Three children made good progress. 1 child left.

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				Two children made smaller steps of progress.
	Early Words	£213	To sight read ten key words.	Summer term-2 SEN children receiving support. Further reinforcement needed.
	ELF	£128	To improve LAF score.	Summer Term- 1 PPG child. Excellent progress made.
	Maths	£46	To secure his teen numbers	Summer Term- 1 PPG child. Child more secure with their place value and teen numbers.
	Adult support	£7454	To provide one to one support to meet individualised support	Spring and Summer term 1 PPG, SEN child
Year 2	ELF	£827	To improve LAF score.	Spring Term- 2 children, 1 PPG, 2 SEN receiving 1:1 intervention. Good progress made with improved scores. Summer Term- 3 children, 1 SEN, 2 PPG receiving 1:1 intervention. Excellent progress made,
	Reading	£230	To improve reading ages by at least six months	Spring Term-3 children, 1 PPG, Good progress was made by the children. One child to start ELF.
	Reading comprehension	£102	To be able to read a text and discuss key facts.	Autumn Term- 2 children, 1 PPG, 1 SEN. 1 child has made good progress the other child has made less progress.
	Phonics	£102	To be confident with phase three sounds.	Autumn Term-2 children, 2 PPG, 1 SEN-2 children secure.
	Literacy	£102	To leave finger spaces and use initial sounds of words.	Autumn Term- 1 PPG+ (LAC). -Left school before end of term.
	Emotional Support	See pastoral leader cost	To raise self-esteem, develop emotional awareness and communication skills.	Summer term- 1 PPG children receiving 1:1 support to develop their emotional resilience Boxhall profile improved
	FMS	£140	To develop their fine motor skills.	Spring term- 2 children, 1 SEN receiving fine motor skills support. 1 child left the other child has made good progress, Summer term- 1 SEN children receiving 1:1 fine motor skills support to develop their writing control. Limited progress made.
	Phonics	£192	To develop 1:1 reading correspondence. To secure their phase two knowledge.	Summer term- 1 PPG child Good progress. Achieved 30 in the screening.
Year 3	ELF	£826	To improve LAF score.	Autumn Term-2 children, 1 PPG, 2 SEN- both children made good progress. One to continue provision next term. Spring Term- 1 child, 1 PPG & SEN receiving 1:1 intervention. Good progress has been made. Summer term-1 child, 1 PPG & SEN receiving 1:1 intervention. Good progress. Secured phase three.
	Maths Support	£1170	To secure the year 1 and 2 maths mastery curriculum and make accelerated progress	Autumn Term- 3 children, 1 PPG, 3 SEN- 1 child made good progress, the other needs further support. Spring Term-6 children, 2 PPG, 5 SEN. All children have made good progress.

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				Summer term- 5 children, 2 PPG Children continue to make good progress.
	Lego Therapy	£77	To develop confidence, processing, team working and listening skills.	Spring Term-3 children, 1 PPG, 2 SEN. Children achieved success taking turns and playing different roles.
	Phonics booster	£77	To pass phonics re-screening test	Autumn Term- 2 children, 1 PPG -Improved scores but still not passed.
	Precision spelling	£256	To increase fluency in spelling.	Summer term-3 children, 2 PPG Good progress made. Children consolidating their spelling knowledge.
	Maths booster	£85	To make 1 step progress by July	Summer term-1 SEN, 1 PPG child, Achieved targets.
	Writing support	£128	To accurately punctuate sentences.	Summer Term- 5 children, 3 PPG children more secure but consolidation of skills needed
Year 4	Maths Support	£575	To secure the year 1 and 2 maths mastery curriculum and make accelerated progress	Spring Term-6 children, 1 PPG, 5 SEN. Good progress made by all children.
	1:1 Sprite intervention	£153	To provide one to one support to develop sentences and use spelling rules.	Spring term-1 child receiving 1:1 intervention. 1 PPG & SEN. Improvement in writing scores, small improvement in spelling scores.
	Precision spelling	£102	To be able to spell HFW.	Autumn Term- 2 children, 1 PPG & SEN
	Writing support	£77	To use Clicker 7 to develop their writing skills.	Autumn term- 1 PPG & SEN- child is much more confident with the keyboard. Still needs support to create a narrative.
	Writing support	£64	To accurately write sentences and punctuate accurately	Summer term-3 PPG children. One child achieved ARE. Two working towards ARE
	Writing sentences	£192	To form accurate sentences	Summer term- 1 PPG, SEN child Good progress made.
Year 5	Writing Support	£456	To be able to edit their writing paying attention to punctuation, grammar and the spelling knowledge	Autumn term-3 children, 3 PPG, 1 SEN. skills covered in the sessions but the children need to transfer them to the classroom. Spring Term-7 children, 3 PPG, 4 SEN. 4 children made 2 steps and the others made 1 step progress.
	Lego Therapy	£77	To develop confidence, processing, team working and listening skills.	Spring Term-3 children, 2 PPG, 3 SEN. Two children really improved their communication skills. 1 child needs prompting.
	Spelling	£324	To develop fluency in spelling	Spring Term- 2 children, 1 PPG, 1 SEN. Both children demonstrated increased fluency rate and decreased error rate. Summer term- 2 children, 1 PPG. 1 child showed good progress the other showed improved accuracy.
	Maths support	£569	To develop their calculation skills.	Autumn term-8 children, 5 PPG, 3 SEN-4 children made good progress. Spring Term- 3 children, 2 PPG. Two children made 1 step progress and 1 child made 2 steps. Summer term-8 children, 6 PPG and 4 SEN, 1 child made 2 steps progress, 4 children made 1 step, 2 children made no progress.

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	DAN	£119	To improve DAN assessment score by 8	Spring Term- 1 PPG & SEN child. Child moved on to the maths mastery system. Slight improvement in scores but more time is needed to consolidate the learning.
	SPAG	£64	To use punctuation accurately.	Summer Term- 7 children, 5 SEN and 7 PPG. 1 child made 2 steps progress, 4 children made 1 step progress, 2 children made no progress.
	Reading comprehension	£43	To improve their comprehension skills	Summer term-4 children, 1 SEN and 2 PPG. 1 child made no progress the others showed increased scores of 20 to 50 %
	Reading Comprehension	£64	To develop children's comprehension skills to achieve exceeding	Summer term-5 children, 3 PPG, Children made expected progress.
	Reading inference	£64	To be able to make predictions based on inferred information gained from reading	Summer term- 1 PPG child. Limited impact.
	Social Skills	£90	To be able to take turns in games, sustain a two way conversations	Summer Term-2 SEN, PPG children. Good progress shown in Boxhall scores.
Year 6	Reading Support	£1663	To develop the children's ability to read and discuss a range of texts and use their inferential skills. To develop their writing responses to questions about texts.	Autumn Term-27 children, 14 PPG, 6 SEN- data showing improved reading scores. Spring Term-27 children, 14 PPG, 6 SEN. Data showing improved reading scores across all groups. Summer term-27 children, 14 PPG, 6 SEN
	Maths	£828	To develop the children's calculations skills	Autumn term-5 children, 2 PPG, 3 SEN-Children made 1 step progress, 1 child made two steps Spring Term-7 children, 2 PPG. Summer term-27 children, 14 PPG, 6 SEN
	WAT	£4937	To up level their writing skills and close the gaps	Autumn Term-10 children, 6 PPG, 1 SEN- 5 children made at least two steps progress, 3 children made 3 steps Spring Term-10 children, 5 PPG, 1 SEN
	Precision monitoring spelling	£138	To improve individual assessments	Autumn Term-3 children, 1 PPG, 3 SEN-spelling patterns consolidated
	Guided reading	£77	To make expected progress	Summer term- 3 SEN, 4 PPG. 33% achieved expected standard.
	Guided Reading	£152	To make 1 step progress	Summer Term- 3 SEN, 2 PPG, 1 child made 3 steps progress, 2 children made 2 steps and 2 children made 1 step progress.
	Maths intervention	£154	To reach expected progress.	Summer Term-5 children, 2 PPG. Good progress made.
	Whole School	Art therapy	£2198	To raise self-esteem, develop emotional awareness and communication skills
Play therapy		£2636	To improve their social emotional wellbeing	Autumn and SpringTerm- 5 children, 3 ppg, 3 SEN - children discharged due to progress.
School family worker		£1500	To develop emotional resilience whilst working	10 children provided with individual intervention time. 5 PPG

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			through personal events.	
	Lunch time nurture group	£8649	To provide a safe lunch time environment raising self-esteem, develop emotional awareness and communication skills.	Throughout the year, children were given access to a quiet safe environment to eat their lunch.
	Nurture support		To train and provide a group leader to raise self-esteem, develop emotional awareness and communication skills.	All PPG children showed improvements in their Boxhall profiles. 24 children, 9 PPG AND 4 SEN received small group nurture support.
	Pastoral leader	£11070	To provide a part time pastoral support leader to coordinate the provision for our most vulnerable groups.	The needs of the vulnerable groups within the school have been coordinated throughout the school. The coordinator has attended meetings and liaised with specialist services to meet the needs of the individual.
	Steps Training	£250	To train the school staff to respond appropriately to challenging behaviour	Autumn Term- all staff trained using the steps training. Behavioural plans changed to reflect the new methods. Staff using the steps training when appropriate.
	Laughology workshops	Free	To introduce laughology to the whole school.	Autumn Term- classes took part in workshops to introduce laughology. Parent workshop provided.
	HFL training services.	£8951.75	To develop a whole staff understanding of the National Curriculum requirements.	Improved first quality teaching throughout the school. Increased staff knowledge to meet the needs of the children. Courses attended- anti- bullying, assessment moderation, SEND, SPLD ELF training, DSP Training, maths mastery training, paediatric first aid, defeating disadvantaged, phonics training, early years training, attachment disorder training
	KS 2 fruit	£684	To ensure all children have access to a healthy snack daily.	Every child is provided with a healthy snack each day.
	Ipads purchased	£12180	To provide the apparatus required to allow all children to access the computing curriculum	Autumn Term- 35 ipads purchased to support the teaching of computing and allow the adults to make and record accurate assessments of the children.
	Purple mash ICT	£600	To develop the quality of computing delivered across the school. To allow all children to access the computing curriculum	Autumn Term- PURPLE Mash computing scheme purchased for the whole school. Training provided for the school. All year groups following the Purple Mask scheme.
	Author visit	£400	Enrichment activity. To increase first hand experiences	Autumn and Spring Term- author visits carried out to develop children's understanding and desire to read.
	Family fund	£720	Funding to support payment towards enrichment activities.	Each PPG child given £10 as payment towards an enrichment activity in the school.
	CPOMS	£645	To track and monitor the safeguarding issues in the school. To improve confidential and effective communication between	Staff time is saved considerably. Incidents around school and recorded immediately and communicated to the DSPs. Referrals are made immediately to safeguard children.

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			staff and outside agencies.	
	To support home and school communication throughout the school.	£792	To provide every child with a home school diary allowing parents, carers and teachers a means of communication.	All children from year 1 to year six provided with a home school diary to facilitate home school communication.
	Breakfast club	£1055	To provide children with a healthy breakfast to begin the school day	14 PPG, 2 SEN children
	Develop PSHE across the key stages	£300	To develop children's life skills and resilience.	Materials purchased to support the PSHE teaching from year two to year six.
	Assistant head SEN	£6611	To coordinate and support the children with SEN across the school	43 Children across the school have been supported and monitored across the school.
	SEN provision	£407	To provide specialist equipment to support the needs of individuals.	SPLD EFF BOX, Chill box resources, pen grips, timers, fidget toys, wobble cushions
	Enrichment	£8347	To provide specialist music teaching. To provide enrichment activities to increase first hand experiences.	Reception, years 1,2,4,5,6 received specialist music teaching. The children had the opportunity to have weekly lessons to play the violin in year 4 and the trumpet in year 5. The reception, Year 1, 2 and 6 received weekly music lessons. All children enjoyed a theatre group performance.

Post-CLA – Spring term interventions

Pupil Premium Plus is £633 per child, per term

Post-CLA

Intervention	Frequency	Intended impact	Cost	Impact
Additional phonics and letter formation	20 mins x2 weekly	To be able to orally blend and segment phase 2 sounds and form letters correctly for spelling	£84	Good progress in phonics knowledge
1:1 reading	10 mins x 5 weekly	To develop PIRA scores	£105	Good progress in reading
Lunch club	Three times weekly	To learn social skills to access the playground successfully	£50	No issues with friendships this term
Daily small group support in literacy and maths	60 mins per day	To access differentiated learning in class each day	£157	Good progress evident in books
Daily small group work in the	60 mins per day	To access differentiated	£157	Good progress evident in books

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afternoon for topic work		learning in class each day		
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Total spent: £553

NB: the school has not yet received funding for Spring term and expects to only receive funding for part of the term due to census scheduled date.

Post-CLA – Summer term interventions

Pupil Premium Plus is £633 per child, per term

Post-CLA

Intervention	Frequency	Intended impact	Cost	Impact
ELF intervention (reading and writing)	20 mins x2 weekly	To secure phase 2 phonics	£84	Good progress in reading and writing (A0-A1)
1:1 reading	10 mins x 5 weekly	To develop PIRA scores	£105	Good progress in reading (A0-A1)
Lunch club	Three times weekly	To learn social skills to access the playground successfully	£50	Fewer issues with friendships this term and increased confidence
Maths 1:1	10 mins every afternoon	to know teen numbers, be able to partition and count on and back	£105	Good progress in maths (from ELG-A0)
Daily small group support in literacy and maths	60 mins per day	To access differentiated learning in class each day	£157	Good progress evident in books and in assessments (1 step in all areas)
Daily small group work in the afternoon for topic work	60 mins per day	To access differentiated learning in class each day	£157	Good progress evident in books

Total spent: £658

CLA – Summer term interventions

Pupil Premium Plus for EY is £300 per child, per term

Current CLA

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Intervention	Frequency	Intended impact	Cost	Impact
1:1 support	Every morning – 3 hours	To be able to access learning safely and improve progress across all areas of the curriculum	£1890	Good progress in C&L, PSED, maths and EAD
Pair/small group work to develop social skills	15 mins 3 x a week	To develop social skills – turn-taking and playing alongside appropriately	No extra cost as delivered by 1:1 adult above	Good (1 step) progress in PSED and C&L

Total spent: £1890

Total pupil premium/ sen funding received	£95102
Total pupil premium/ sen expenditure	£99253
Pupil premium remaining	-£4151