

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Featherstone Wood Primary School				
Academic Year	2019/20	Total PP budget	£91439	Date of most recent PP Review	7-2019
Total number of pupils	187	Number of pupils eligible for PP	59	Date for next internal review of this strategy	7-2020

2. Current attainment					
<i>Data showing steps of progress in July 2019 for Year Six.</i>					
		PPG	Steps of progress	NON-PPG	Steps of progress
% achieving in reading, writing and maths		53.8		50	
% achieving reading		61.5	-2.6	75	-3.4
% achieving writing		69.2	-3.1	75	-3.8
% achieving maths		84.6	-2.2	50	-2.8
Reception	PPG	Non-PPG	PPG	Non-PPG	
	Attainment		progress		
CL	67	80	4.2	3.9	
PD	17	73	3.8	3.7	
PSED	67	73	3.5	3.5	
L	0	67	3.3	3.7	

M	33	80	2.7	3.7
UW	33	80	4.3	4.5
EAD	50	87	3.8	4.2

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Low levels of language development for disadvantaged pupils including low levels of speech and language development and delay.
B.	Turbulent and chaotic home lives.
C.	Poor emotional resilience and self-regulation skills impacts on many children's ability to work collaboratively and accept challenge in their learning.

External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Parental engagement.	
E.	Pupil attendance and disadvantaged home environments	
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	To improve outcomes of Pupil Premium pupils with regard to Speech and Language skills so that pupils are quickly identified and interventions are planned to ensure good development. The percentage of children achieving ARE in Writing needs to be in line with their peers. Pupils need support to improve their vocabulary.	Percentage of Pupil Premium pupils achieving ARE in Communication and Language in the EYFS will increase. Children will increase their vocabulary and transfer this to written work. Percentage of Pupil Premium pupils achieving ARE in Writing will increase.
B.	To provide enhanced support to meet the social, emotional and mental health needs of pupils across the school.	Improved Boxhall scores. Pupil progress tracking. Specialist support through counselling, group interventions and therapy
C.	Quality first teaching provided to target vulnerable children, alongside CPD. Pupil progress used to track progress and ensure vulnerable children make progress that is as good or better than their peers. Where necessary, provide enhanced interventions to meet the learning needs of identified individuals and close the learning gaps.	Leaders track the progress of vulnerable groups vigorously. Data to show greater progress of our most vulnerable groups. Interventions planned and monitored to track the impact. Training provided to provide the necessary skills to support the children's needs. Additional staffing provided in some of our most vulnerable cohorts to meet their individualised

D.	The attendance of our Pupil Premium pupils will increase and pupils will be able them to fully take part in the wider whole school curriculum, including extra-curricular activities.	Persistent absenteeism is reduced among pupils eligible for PPG. Increase in overall Pupil Premium attendance rates to be in line with the whole school attendance figure. Where necessary PPG will be offered reduced breakfast costs and support to pay for trip costs. Each family will be provided with £10 to go towards extra-curricular activities.
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5. Planned expenditure	
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Academic year	2019/20
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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					
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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Children exit EYFS with spoken language similar to their peers.</p>	<p>Early screening of EYFS Talk boost purchased TA trained to provide quality interventions. Frequent analysis of the impact of the intervention. Teacher training to develop language through science project.</p>	<p>Attainment on entry to Nursery is lower than National particularly in S&L. Welcomm screening and teacher assessments back this up. To ensure rapid progress parent knowledge and engagement is important. To ensure that pupil are 'ready to learn' as they enter KS1. The Eff states," language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment. Oral language interventions have an average impact of +5 months.</p>	<p>Regular assessment of pupils will show that the pupils are making rapid progress. Parent feedback and attendance of parents' evenings to shows an increased knowledge of how they can support their children at home with their speech.</p>	<p>SENCO EYFS leads PP Coordinator SLT Literacy coordinator</p>	
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<p>Quality first teaching. To accelerate the progress of disadvantaged pupils.</p> <p>To provide enhanced support to meet the individuals' needs.</p>	<p>Invest in staff training to ensure quality teaching of reading, writing and maths.</p> <p>Purchase training and knowledge through Teaching and learning Adviser Support.</p> <p>Teachers to attend training to develop their understanding of the complex needs of children</p> <p>Link Governors to visit and review the teaching and progress of vulnerable groups.</p>	<p>The EFF states, " Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using Pupil Premium to improve teaching quality benefits all and has a particular positive effect on children eligible for Pupil Premium.</p>	<p>Pupil progress meetings Performance management Data tracking</p>	<p>HT SLT</p>	<p>Half termly in years 2,5 and 6 Termly in years 1,3,4</p>
<p>Quality first teaching. Enrichment activities.</p>	<p>Quality provision of learning of music teaching provided by specialist practitioners.</p>	<p>Limited opportunities for children to learn an instrument outside of school.</p>	<p>Termly data. Feedback from parents Pupil voice observations</p>	<p>SLT.</p>	<p>Termly monitoring. SLT</p>

All children to make rapid progress in maths and close their learning gaps.	Whole staff training Investment in Big Maths Daily Big Maths session in all year groups	Current data shows the percentage of children achieving ARE in maths is falling, especially in KS 2. Children are showing learning gaps which are impacting on their ability to progress in their learning.	Termly data Pupil voice observations	SLT Maths coordinator SENCO	Termly monitoring Maths coordinator SLT
Total budgeted cost					£30000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Closing language barriers.</p>	<p>Specialist speech and language support. Talk Boost intervention TA trained to provide quality interventions. Frequent analysis of the impact of the intervention.</p>	<p>Early screening of children’s speech and language identifying children below expected development. Interventions in previous years demonstrate a good impact of the chosen intervention. EEF research shows that short interventions and development of independent learning skills is a value for money support. Writing: Oral language interventions which focus on spoken language and verbal interaction in the classroom appear to benefit all pupils. Some studies also show slightly larger effects for younger children and pupils from disadvantaged backgrounds. A focus on oral language skills will have benefits for both reading and writing.</p>	<p>Pupil progress meetings. Regular reviews.</p>	<p>Speech and language team. SENCO</p>	<p>Early Years children screened and speech and language gaps identified. Services of a speech and language teacher purchased. Specialist interventions completed for the reception cohort. .</p>
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<p>Closing the gaps in reading, writing and maths.</p>	<p>Targeted interventions. Advisor support. Invest in training to support the teaching of guided reading across the school.</p> <p>Targeted sessions alongside themed activity to enhance learning behaviours. CPD for Teaching Assistants and teachers to up-skill them in the development of reading skills. Pupils to have access to high quality reading books. School subscription to Bug Club</p>	<p>The EFF guide to the pupil premium states, “ There is strong evidence showing the impact that high-quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning.”</p> <p>Maths A number of projects which employ meta-cognition approaches have found positive impacts on attainment for programmes that seek to improve students’ abilities to plan, monitor and evaluate their learning: Thinking, Doing, Using Self-Regulation to Improve Writing, Changing Mindsets and Philosophy for Children. EEF research</p>	<p>Pupil progress meetings. Data analysis. Regular feedback from sessions.</p>	<p>SLT, SDT SENCO Literacy coordinator. Maths coordinator Head teacher</p>	<p>Regular book looks Termly pupil progress monitoring in years 1,3 and 4. Half termly monitoring in years 2,5,and 6</p>
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Attendance rises for all groups, particularly disadvantaged pupils.	Pupils will be offered reduced cost breakfast club. Each PPG family to receive £10 towards the costs of extra-curricular activities.	Research published by the Department for Education (DfE) suggests that children with poor attendance are more likely not to be in education, employment or training when they leave school. There is a clear link between poor attendance at school and lower academic achievement, highlighting that only 3% of pupils who miss more than 50% of school manage to achieve 5 or more A*-C GCSEs, including English and Maths, compared with 73% of pupils who have more than 95% attendance. The DfE suggest strategies such as early morning intervention and rewards for attendance as proven and effective tools in order to improve the attendance of lower attenders.	Pupil voice and exit data	PPG coordinator	Half termly check using sims data
Total budgeted cost					£35,000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Children able to cope with their chaotic lives and be ready for learning. All staff follow a therapeutic approach to manage children's behaviour (based on Herts STEPs approach)</p>	<p>Referrals to counselling, therapy, and support services for individual children according to need in addition to training for current school staff To provide one to one counselling and develop emotional awareness and communication skills of our most vulnerable. Additional staff employed to support vulnerable cohorts, individuals.</p>	<p>Past experience has shown that there is a greater need for mental health and wellbeing support, these services have a cost attached to them. The needs of the pupils and families now extend beyond that for which school staff have training. STEPs training and refresher training for all staff. Identified emotional issues through CPOMS, Pupil progress meetings and social care recommendations.</p>	<p>Environment walks. Pupil progress meetings. Observations. Visits from external professionals. Pupil progress.</p>	<p>SLT Nurture Leader SENCo</p>	<p>Termly through pupil progress and boxhall profiles.</p>
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<p>Children with complex social, emotional and mental health needs supported.</p>	<p>Nurturing leader. Nurture space. Lunch time club Pastoral AHT. Breakfast club One to one support provided to meet the more complex needs of individuals.</p>	<p>Identification of individuals needing additional emotional support through pupil progress meetings and social care recommendations. One to one adult support to be provided to meet the needs of children with complex needs. During the 2018/19 academic year, data demonstrated a good impact of the chosen pupil premium spend. The EFF Teaching and Learning Toolkit shows a high impact of +7 months when children develop Metacognition and self-regulation skills.</p>	<p>Feedback from Nurture leader. Boxhall profiles. Pupil progress reviews. Case studies</p>	<p>Nurture leader. Pupil progress. SLT</p>	<p>Termly through pupil progress meetings.</p>
<p>PP pupils perform well in writing and maths</p>	<p>KS2 Booster classes before school to address learning gaps.</p>	<p>Evaluation of the booster classes during 2018 2019 show that the impact of these is high.</p>	<p>Regular communication with the class teachers and subject coordinators</p>	<p>SLT coordinators teachers</p>	<p>Half termly progress monitoring</p>
Total budgeted cost					£25000

6. Review of expenditure				
Previous Academic Year		2018 /19		
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	

<p>Quality first teaching.</p>	<p>All staff received Makaton training.</p> <p>Whole staff training in reading. Two members of staff attending and implementing the reading fluency project in school.</p> <p>Purchase of age appropriate reading books and enhancement of the classroom reading environments.</p> <p>Purchase advisory support.</p> <p>HTLA to support reading across the school.</p> <p>HTLA support to support maths teaching and learning.</p> <p>To further develop teachers planning and teaching.</p> <p>NQT to receive training to support their induction year. A teacher mentor to monitor and support their progress.</p> <p>Partnership established with Peartree Spring.</p> <p>Year group teaching support through shared planning, observations and coaching.</p>	<p>Staff using Makaton to enhance communication with children, especially Reception and Nursery children.</p> <p>Reading developed across the school with teachers delivering lessons to improve reading fluency and stamina.</p> <p>New reading books and furniture purchased to enhance the classroom reading environments</p> <p>HTLA support purchased to work with the literacy coordinator, observing reading across the school, staff training and monitoring pupil progress in literacy.</p> <p>HTLA has worked with the maths coordinator and worked with each year group teacher to develop their planning and delivery of maths.</p> <p>Teachers working with Year Group leaders to develop their planning, observe quality first teaching and take part in coaching to develop best practise.</p> <p>NQT attending regular training courses. Observations and regular meetings completed. Termly reports written. Further support through coaching and observations of year group leaders.</p> <p>Autumn % Towards and Achieving ARE</p> <table border="1" data-bbox="913 694 1769 1002"> <thead> <tr> <th></th> <th colspan="2">R</th> <th colspan="2">W</th> <th colspan="2">M</th> </tr> <tr> <th></th> <th>PPG</th> <th>NON-PPG</th> <th>PPG</th> <th>NON-PPG</th> <th>PPG</th> <th>NON-PPG</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>33</td> <td>79</td> <td>33</td> <td>79</td> <td>67</td> <td>79</td> </tr> <tr> <td>2</td> <td>89</td> <td>77</td> <td>89</td> <td>77</td> <td>67</td> <td>77</td> </tr> <tr> <td>3</td> <td>60</td> <td>82</td> <td>60</td> <td>71</td> <td>60</td> <td>71</td> </tr> <tr> <td>4</td> <td>100</td> <td>79</td> <td>60</td> <td>62</td> <td>80</td> <td>58</td> </tr> <tr> <td>5</td> <td>56</td> <td>82</td> <td>44</td> <td>72</td> <td>44</td> <td>83</td> </tr> <tr> <td>6</td> <td>46</td> <td>50</td> <td>31</td> <td>75</td> <td>62</td> <td>50</td> </tr> </tbody> </table> <p>Spring Data % Towards and Achieving ARE</p> <table border="1" data-bbox="913 1066 1769 1374"> <thead> <tr> <th></th> <th colspan="2">R</th> <th colspan="2">W</th> <th colspan="2">M</th> </tr> <tr> <th></th> <th>PPG</th> <th>NON-PPG</th> <th>PPG</th> <th>NON-PPG</th> <th>PPG</th> <th>NON-PPG</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>50</td> <td>75</td> <td>50</td> <td>75</td> <td>75</td> <td>79</td> </tr> <tr> <td>2</td> <td>50</td> <td>50</td> <td>56</td> <td>52</td> <td>50</td> <td>46</td> </tr> <tr> <td>3</td> <td>50</td> <td>74</td> <td>50</td> <td>57</td> <td>50</td> <td>70</td> </tr> <tr> <td>4</td> <td>100</td> <td>74</td> <td>60</td> <td>62</td> <td>50</td> <td>55</td> </tr> <tr> <td>5</td> <td>44</td> <td>57</td> <td>33</td> <td>57</td> <td>33</td> <td>57</td> </tr> <tr> <td>6</td> <td>92</td> <td>88</td> <td>77</td> <td>83</td> <td>85</td> <td>83</td> </tr> </tbody> </table>		R		W		M			PPG	NON-PPG	PPG	NON-PPG	PPG	NON-PPG	1	33	79	33	79	67	79	2	89	77	89	77	67	77	3	60	82	60	71	60	71	4	100	79	60	62	80	58	5	56	82	44	72	44	83	6	46	50	31	75	62	50		R		W		M			PPG	NON-PPG	PPG	NON-PPG	PPG	NON-PPG	1	50	75	50	75	75	79	2	50	50	56	52	50	46	3	50	74	50	57	50	70	4	100	74	60	62	50	55	5	44	57	33	57	33	57	6	92	88	77	83	85	83		
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Summer data % Towards achieving ARE						
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	PPG	NON-PPG	PPG	NON-PPG	PPG	NON-PPG
1	40	80	40	70	60	80
2	44	71	57	71	44	64
3	60	77	60	71	60	94
4	100	78	80	65	80	61
5	33	55	22	73	44	73
6	100	75	77	100	85	100

<p>Improve learning through enrichment and specialist teaching</p>	<p>Specialist music services purchased to develop the music teaching across the school and give children the opportunity to learn to play and instrument. Provide stimulating experiences through author visits, enrichment activities to promote the desire to achieve,</p> <p>Whole school enrichment activity to support their World War One topic.</p> <p>Advisory support purchased to develop the EYFs environment.</p>	<p>All children benefited from specialist music teaching and had the opportunity to learn an instrument or be taught music by a specialist teacher.</p> <p>Year 4 attended the music festival in the Spring Term. Specialist music teachers completed workshops in the school followed by a morning of dance, drama and music at the festival</p> <p>All Year groups attended a visit to RAF Hendon at the beginning of the World War One topic. Year Two and six visited the local church to enhance their RE understanding. Year 5 and 6 attended the Science and Technology morning. Year two visited Gulliver’s land to support their dinosaurs topic.</p> <p>Advisors supported the EYFs team to support the Early years Team. The area was enhanced through the purchase of furniture and equipment to develop the learning environment.</p>	<p>Quality teaching to continue next year.</p> <p>Reception, Year 1,2 and 6 to have specialist music teaching weekly.</p> <p>Specialist music teacher to teach violins with Year 4.</p> <p>Trumpets with year 5.</p> <p>Further support and investment in the area will be needed next year.</p>	
			<p>Cost £33651</p>	
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	

Close language barriers	Specialist speech and language intervention.	<p>Spring Data</p> <p>Communication and language data shows 47.6% ARE with 5% above expected. However, progress shows 81% of the cohort making progress with 83% of PPG making progress.</p> <p>In the Spring Term 12 children were receiving targeted support. 11 children achieved their target and in the Summer term one child needed one to one speech and language targets.</p> <p>Summer term</p> <p>Communication and language shows 52% ARE with 26% exceeding. One SEN child receiving SALT support.</p>	This approach will be continued next year with the next reception and Nursery intake. Children will be identified through the Welcome Screening and targeted intervention used to close the gaps.						
Improve the phonics pass rate	Training New teaching materials.	<p>Teachers and TAs in the Early Years and Key Stage one attended a training session to develop their understanding of phonics.</p> <p>Spring Term data demonstrated children making slow progress resulting in the school investing in Monster phonics</p> <p>Individual interventions arranged and delivered to support the learning of phonics. 3 out of five children passed the phonics screening. One child's poor attendance resulted in them missing most of the interventions.</p> <p>Phonics screening results 2019</p> <table border="1" data-bbox="781 1018 1624 1150"> <thead> <tr> <th></th> <th>Cohort</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>% PASSED</td> <td>64</td> <td>40 (2 OUT OF 5)</td> </tr> </tbody> </table>		Cohort	PPG	% PASSED	64	40 (2 OUT OF 5)	Whole staff training planned for monster phonics next year.
	Cohort	PPG							
% PASSED	64	40 (2 OUT OF 5)							

<p>Close the gaps in reading, writing and maths</p>	<p>Specialist interventions</p> <p>CAT Testing in years 6,5 and 4</p> <p>TTRockstars</p> <p>Big Maths Package</p>	<p>Termly pupil progress meetings held for all year groups.</p> <p>Teacher's supported with their data and pupil progress forms with the support of Peartree Spring staff for moderation and SLT in Featherstone Wood.</p> <p>Teachers attended moderation meetings with other schools.</p> <p>SENCO to work closely with Kim Taylor to identify effective interventions.</p> <p>Training to be provided to support TAs to deliver the interventions.</p> <p>Autumn Data</p> <p>% ON TRACK for ARE</p> <table border="1" data-bbox="779 432 1447 671"> <thead> <tr> <th></th> <th>RWM PPG</th> <th>RWM NON-PPG</th> </tr> </thead> <tbody> <tr><td>1</td><td>25</td><td>75</td></tr> <tr><td>2</td><td>67</td><td>71</td></tr> <tr><td>3</td><td>40</td><td>39</td></tr> <tr><td>4</td><td>50</td><td>50</td></tr> <tr><td>5</td><td>33</td><td>67</td></tr> <tr><td>6</td><td>31</td><td>50</td></tr> </tbody> </table> <p>Spring Data</p> <table border="1" data-bbox="779 735 1447 975"> <thead> <tr> <th></th> <th>RWM PPG</th> <th>RWM NON-PPG</th> </tr> </thead> <tbody> <tr><td>1</td><td>40</td><td>75</td></tr> <tr><td>2</td><td>0</td><td>22</td></tr> <tr><td>3</td><td>53</td><td>50</td></tr> <tr><td>4</td><td>60</td><td>46</td></tr> <tr><td>5</td><td>22</td><td>40</td></tr> <tr><td>6</td><td>77</td><td>77</td></tr> </tbody> </table> <p>Summer Data</p> <table border="1" data-bbox="779 1075 1447 1315"> <thead> <tr> <th></th> <th>RWM PPG</th> <th>RWM NON-PPG</th> </tr> </thead> <tbody> <tr><td>1</td><td>40</td><td>70</td></tr> <tr><td>2</td><td>11</td><td>60</td></tr> <tr><td>3</td><td>60</td><td>59</td></tr> <tr><td>4</td><td>60</td><td>48</td></tr> <tr><td>5</td><td>22</td><td>55</td></tr> <tr><td>6</td><td>31</td><td>50</td></tr> </tbody> </table>		RWM PPG	RWM NON-PPG	1	25	75	2	67	71	3	40	39	4	50	50	5	33	67	6	31	50		RWM PPG	RWM NON-PPG	1	40	75	2	0	22	3	53	50	4	60	46	5	22	40	6	77	77		RWM PPG	RWM NON-PPG	1	40	70	2	11	60	3	60	59	4	60	48	5	22	55	6	31	50	<p>To continue next year. Through pupil progress meetings, individuals will be identified and targeted interventions planned and administered to close the gaps in their learning.</p> <p>Focussed classes Year 2 and 5.</p>
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COST £42931

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)
To enable children and their families to cope with their chaotic lives and be ready for their learning.	<p>Families given a budget to use against enrichment activities costs.</p> <p>Breakfast club staffed to enable children to begin their day with a nutritious breakfast.</p> <p>Daily healthy snack purchased for all KS 2 children</p> <p>Steps Training.</p>	<p>Family budget has been welcomed and used against enrichment activities.</p> <p>Children have attended the breakfast club. Children who arrive without breakfast have been provided with one allowing them to focus on their learning.</p> <p>Some PPG children have been provided with reduced cost admission to the breakfast club to improve their attendance and readiness to learn.</p> <p>All children have the opportunity to eat a healthy snack daily.</p> <p>All staff provided with a refresher Steps training. New staff provided with the</p>	These provisions will continue next year allowing our vulnerable groups to be ready for learning.

<p>Provide emotional support.</p>	<p>Nurturing leader. Nurture space.</p> <p>Calm room created</p> <p>Part time Pastoral support leader employed.</p> <p>Art therapist working with identified individuals,</p> <p>Family working supporting families and individuals,</p> <p>Councillor working with vulnerable individuals.</p> <p>Additional adults to support the emotional needs of individuals.</p>	<p>A part time pastoral leader was employed to coordinate the needs of identified children and work with external professionals. This enabled a swift response to the children’s requirements and allowed triggers to be delt with. A nurture leader provided a support lunch club to allow children suffering with friendship and emotional difficulties to spend their time in a safe environment and participate in supported activities allowing them to improve their social skills.</p> <p>Children needing additional support were given the support of the family worker, school councillor and art therapist.</p> <p>Monitoring of the individuals showed improved Boxhall scores and cpoms showed number of incidents occurring.</p> <p>One to one adults support to meet the needs of identified individuals. Pupil progress to monitor impact. Cpoms used to record incidents</p>	<p>These provisions will continue next year to support the diverse needs of our children. The school councillor’s time will be extended next year allowing more children to receive the support they need.</p> <p>These provisions are to continue next year as the individuals move through the school.</p>
			<p>Cost £37239</p>

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.