

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Featherstone Wood Primary School				
Academic Year	2020/21	Total PP budget	£67,205	Date of most recent PP Review	7/2020
Total number of pupils	190	Number of pupils eligible for PP	52	Date for next internal review of this strategy	7/2021

2. Current attainment		
<p><i>Data showing steps of progress in March 2020 for Year Six. Due to Covid-19 there were no end of year assessments. Data is based on the Spring teacher assessment.</i></p> <p><i>Percentage of children ARE</i></p>		
	<i>Non-PPG</i>	<i>PPG</i>
<i>Reading</i>	82	57
<i>Writing</i>	73	43
<i>Maths</i>	82	57
<p><i>Steps of Progress</i></p>		
	<i>Non-PPG</i>	<i>PPG</i>
<i>Reading</i>	0.4	-1.6
<i>Writing</i>	-1.4	-2.9
<i>Maths</i>	1.6	1
<p><u>Steps of progress this year.</u></p>		
	<i>Non-PPG</i>	<i>PPG</i>
<i>Reading</i>	3.5	2.4
<i>Writing</i>	3.5	2.9
<i>Maths</i>	2.8	2.3

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
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 address the gap in language development of those eligible for EYPP funding. Targeted support delivered by Wellcomm trained staff through dedicated time. To secure training for all staff and to effectively use the expertise of current trained staff.	All children screened at the beginning of the Autumn term. Gaps identified and interventions planned throughout the term. Termly monitoring of progress. Speech and language support service sought for identified individuals. Percentage of Pupil Premium pupils achieving ARE in Communication and Language in the EYFS will increase.

<p>B.</p>	<p>To address identified gaps in learning in Reading, Writing and Maths to achieve positive progress for disadvantaged pupils.</p>	<p>Termly monitoring of pupil progress.</p> <p>All staff identifying gaps in learning. Pupil progress meetings to discuss progress.</p> <p>Planned targeted support and immediate 'catch-up' activities implemented throughout KS1 and KS2</p>
<p>C.</p>	<p>To secure an increased percentage of disadvantaged pupils at KS2 achieving ARE in both writing and RWM combined.</p> <p>To address identified gaps and barriers to ensure that disadvantaged pupils achieve age related expectations in Y1 Phonics Screening, in line national comparators.</p>	<p>Training provided for all staff in evidenced intervention and quality first teaching particularly in teaching of spelling and writing gaps. In addition Quality Feedback, addressing writing gaps in learning and challenge through Quality First teaching.</p> <p>Staff to receive training in identifying and addressing gaps in phonics development. Vocabulary acquisition and phonics intervention is effectively delivered to targeted pupils to secure accelerated progress.</p>

<p>D.</p>	<p>To support the emotional wellbeing and mental health of all pupils and families.</p>	<p>Continue to purchase the services of a trained counsellor/ school family worker.</p> <p>To deliver pastoral support through a trained teaching assistant.</p> <p>Provide a lunch time nurture club and individual/ small group nurture support</p> <p>To keep the training of the mental health up to date. To seek and implement targeted support for individual families through external services.</p>
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5. Planned expenditure					
Academic year		2020/21			
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	When will you review implementation?
Quality first teaching. To accelerate the progress of disadvantaged pupils. To provide enhanced support to meet the individuals' needs.	Invest in staff training to ensure quality teaching of reading, writing and maths. Purchase training and knowledge through Teaching and learning Adviser Support. Strong focus on the teaching of spellings and writing. Teachers to attend training to develop their understanding of the complex needs of children Link Governors to visit and review the teaching and progress of vulnerable groups.	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. Previous data shows PPG making less progress than their cohort in writing.	Staff training Pupil progress meetings Performance management Data tracking	HT SLT	Half termly in years 2,5 and 6 Termly in years 1,3,4
Quality first teaching. Enrichment activities.	Quality provision of learning of music teaching provided by specialist practitioners.	Limited opportunities for children to learn an instrument outside of school.	Termly data. Feedback from parents Pupil voice observations	SLT.	Termly monitoring. SLT
Total budgeted cost					£25000

i. 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?
Closing language barriers.	<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>EYFS staff to continue to develop and use high quality interactions, provision and observations to secure progress for all pupils with a focus on disadvantaged pupils.</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>

<p>Closing the gaps in reading, writing and maths.</p>	<p>Targeted interventions. Advisor support. Invest in training to support the teaching of spelling across the school.</p> <p>Targeted sessions alongside themed activity to enhance learning behaviours.</p> <p>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.</p> <p>All staff to identify next steps in Maths and the linked planning documents to address these. Maths and Literacy subject leads to deliver staff development training in the planning and delivery of challenge and meeting pupil need.</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

i. 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.</p> <p>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</p> <p>To provide one to one counselling and develop emotional awareness and communication skills of our most vulnerable.</p> <p>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.</p> <p>Identified emotional issues through CPOMS, Pupil progress meetings and social care recommendations.</p>	<p>Environment walks.</p> <p>Pupil progress meetings.</p> <p>Observations.</p> <p>Visits from external professionals.</p> <p>Pupil progress.</p>	<p>SLT</p> <p>Nurture Leader</p> <p>SENCo</p>	<p>Termly through pupil progress and cpoms evidence</p>

<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 2019/20 academic year, data demonstrated a good impact of the chosen pupil premium spend. The EFF Teaching and</p>	<p>Feedback from Nurture leader. . Pupil progress reviews. Case studies</p>	<p>Nurture leader. Pupil progress. SLT</p>	<p>Termly through pupil progress meetings.</p>
Total budgeted cost					£55,000

6. Review of expenditure				
Previous Academic Year		2019/20		
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>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>Teaching and learning resources used to enhance delivery of the curriculum and homework.</p> <p>Link Governors to visit and review the teaching and progress of vulnerable groups.</p>	<table border="1"> <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>83</td><td>33</td><td>83</td><td>33</td><td>60</td></tr> <tr><td>2</td><td>67</td><td>70</td><td>67</td><td>70</td><td>67</td><td>70</td></tr> <tr><td>3</td><td>55</td><td>77</td><td>66</td><td>69</td><td>36</td><td>77</td></tr> <tr><td>4</td><td>75</td><td>94</td><td>75</td><td>82</td><td>75</td><td>94</td></tr> <tr><td>5</td><td>67</td><td>75</td><td>67</td><td>58</td><td>50</td><td>71</td></tr> <tr><td>6</td><td>43</td><td>73</td><td>43</td><td>64</td><td>43</td><td>64</td></tr> </tbody> </table> <p>Spring Data % Towards and Achieving ARE</p> <table border="1"> <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>17</td><td>83</td><td>17</td><td>83</td><td>50</td><td>100</td></tr> <tr><td>2</td><td>67</td><td>70</td><td>67</td><td>70</td><td>67</td><td>75</td></tr> <tr><td>3</td><td>67</td><td>72</td><td>58</td><td>64</td><td>33</td><td>72</td></tr> <tr><td>4</td><td>75</td><td>94</td><td>75</td><td>88</td><td>75</td><td>94</td></tr> <tr><td>5</td><td>67</td><td>71</td><td>33</td><td>58</td><td>50</td><td>63</td></tr> <tr><td>6</td><td>57</td><td>82</td><td>43</td><td>73</td><td>57</td><td>82</td></tr> </tbody> </table> <p>Year 1- less PPG CHILDREN NEAR TO are in reading and writing but improved attainment in maths Year 2 little difference in attainment between PPG and NON-PPG Year 3-Improved attainment for PPG in reading but a decline in writing and maths Year 4-Attainment for PPG steady. Less toward ARE than the Non-PPG Year 5Steady achievement in reading and maths but a decline for PPG in writing Year 6 Improved attainment for PPG in reading and maths, Writng remained the same</p> <p>Progress Autumn</p> <table border="1"> <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>1.5</td><td>0.5</td><td>2</td><td>0.7</td><td>1</td><td>1.4</td></tr> <tr><td>2</td><td>-1.3</td><td>-1.4</td><td>-3.5</td><td>-2.2</td><td>-0.5</td><td>-1</td></tr> <tr><td>3</td><td>1</td><td>1</td><td>0.7</td><td>1</td><td>0</td><td>1.8</td></tr> <tr><td>4</td><td>0.3</td><td>1</td><td>-0.5</td><td>1</td><td>1</td><td>1.4</td></tr> <tr><td>5</td><td>2</td><td>-1.9</td><td>-0.5</td><td>-2.5</td><td>0.5</td><td>-2.4</td></tr> </tbody> </table>		R		W		M			PPG	NON-PPG	PPG	NON-PPG	PPG	NON-PPG	1	33	83	33	83	33	60	2	67	70	67	70	67	70	3	55	77	66	69	36	77	4	75	94	75	82	75	94	5	67	75	67	58	50	71	6	43	73	43	64	43	64		R		W		M			PPG	NON-PPG	PPG	NON-PPG	PPG	NON-PPG	1	17	83	17	83	50	100	2	67	70	67	70	67	75	3	67	72	58	64	33	72	4	75	94	75	88	75	94	5	67	71	33	58	50	63	6	57	82	43	73	57	82		R		W		M			PPG	NON-PPG	PPG	NON-PPG	PPG	NON-PPG	1	1.5	0.5	2	0.7	1	1.4	2	-1.3	-1.4	-3.5	-2.2	-0.5	-1	3	1	1	0.7	1	0	1.8	4	0.3	1	-0.5	1	1	1.4	5	2	-1.9	-0.5	-2.5	0.5	-2.4	<p>Staff training to continue next year with a focus on the teaching of spelling and writing.</p> <p>New members of staff to receive additional training.</p>
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Year 5- PPG made better progress than Non-PPG in all subjects
 Year 6- PPG making less progress in reading and writing. PPG making better progress than non-PPG in maths

Progress Spring

	R		W		M	
	PPG	NON-PPG	PPG	NON-PPG	PPG	NON-PPG
1	0.5	1.3	0	1.2	2.5	0.7
2	-1.3	-0.8	-2	-1.6	1	0
3	1.3	1.2	1	1.2	0,7	2,2
4	-0.5	1.8	-1.3	1.2	1.9	1
5	1.5	-2.5	-1	-3.4	0	-3,2
6	-1.6	0.4	-2.9	-1.4	1	1.6

Year 1 pupil premium have made better progress than non-pupil premium in maths but have slowed down in reading and writing.
 Year 2 PPG made better progress in maths
 Year 3- Little difference between PPG and Non- PPG in reading and writing but the gap is growing in maths.
 Year 4 The gap between Non-PPG and PPG is growing in reading and writing
 PPG made greater progress in maths
 Year 5- PPG continue to make better progress than NON-PPG.
 Year 6- PPG making less progress in all areas than Non- PPG

<p>Improve learning through enrichment and specialist teaching</p>		<p>Due to their being limited opportunities for children to learn an instrument the school has provided violin lessons for a year to one year group. In addition three year groups have received specialist music lessons weekly. The specialist teaching enhanced the learning experience for many children.</p> <p>The school has subsidise the cost of swimming lessons for four year groups to ensure all children are able to access the lessons. One year group missed their swimming lessons due to the Covid-19 pandemic.</p> <p>PPG families received £10 which were used against the cost of enrichment activities.</p> <p>The school provided a variety of enrichment experiences throughout the year to enhance the learning experiences of the children. Some of the summer trips were cancelled due to the Covid-19 pandemic. These included the year 5 and 6 residential trip and some summer day trips.</p>	<p>The school will continue to support and provide enrichment and specialist teaching next year.</p>	
			<p>Cost £24,788.27</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>	

<p>Close language barriers</p>	<p>Specialist speech and language intervention.</p>	<p>Autumn Data</p> <p>ALL PPG children are making the expected progress. In the Autumn term 11% are ARE but 100% made the expected progress. There are two children making less than expected progress. In the school 36% are ARE, 89% made the expected progress in the Autumn term.</p> <p>Spring Data</p> <p>All children continue to make expected progress. 78% are now ARE.</p> <p>Summer term</p> <p>No data due to Covid-19</p>	<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.</p>						
<p>Improve the phonics pass rate</p>	<p>Training New teaching materials.</p>	<p>Phonics screening results 2020</p> <table border="1" data-bbox="678 675 1505 807"> <thead> <tr> <th></th> <th>Cohort</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>% PASSED</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table> <p>There is no data due to Covid-19</p>		Cohort	PPG	% PASSED	NA	NA	<p>Next year, phonics will continue to be a strong focus across the school. The aim is to develop a consistent approach across all year groups and ensure all staff are trained to ensure there is a consistent approach to the teaching of phonics.</p>
	Cohort	PPG							
% PASSED	NA	NA							

Close the gaps in reading, writing and maths	Specialist interventions TTRockstars Big Maths Package	<p>·</p> <p>Autumn Data % ON TRACK for ARE</p> <table border="1" data-bbox="676 236 1344 475"> <thead> <tr> <th></th> <th>RWM PPG</th> <th>RWM NON-PPG</th> </tr> </thead> <tbody> <tr><td>1</td><td>33</td><td>83</td></tr> <tr><td>2</td><td>67</td><td>67</td></tr> <tr><td>3</td><td>27</td><td>64</td></tr> <tr><td>4</td><td>75</td><td>75</td></tr> <tr><td>5</td><td>50</td><td>58</td></tr> <tr><td>6</td><td>29</td><td>55</td></tr> </tbody> </table> <p>Spring Data</p> <table border="1" data-bbox="676 539 1344 778"> <thead> <tr> <th></th> <th>RWM PPG</th> <th>RWM NON-PPG</th> </tr> </thead> <tbody> <tr><td>1</td><td>17</td><td>83</td></tr> <tr><td>2</td><td>67</td><td>70</td></tr> <tr><td>3</td><td>33</td><td>64</td></tr> <tr><td>4</td><td>75</td><td>81</td></tr> <tr><td>5</td><td>17</td><td>50</td></tr> <tr><td>6</td><td>43</td><td>73</td></tr> </tbody> </table> <p>Summer Data</p> <p>No data available due to Covid-19</p>		RWM PPG	RWM NON-PPG	1	33	83	2	67	67	3	27	64	4	75	75	5	50	58	6	29	55		RWM PPG	RWM NON-PPG	1	17	83	2	67	70	3	33	64	4	75	81	5	17	50	6	43	73	<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, 4 and 6 next year as these classes show a low percentage of children on track for reading, writing and maths. The year 5 class has fallen from 50% to 17% and Year 1 class from 33% to 17%. Added to the impact of missed schooling these classes will need to be focused on.</p>
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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>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</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>The SLT identify individuals needing additional support and work with external professionals. This enabled a swift response to the children’s requirements and allowed triggers to be dealt with. A school councillor is employed to work with individuals to meet their complex needs. In addition,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 number of cpoms 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 £ 19,404.91</p>

7. Additional detail

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