



Pupil Premium Strategy Impact Review Document 2018-2019

“There is solid evidence that poor teaching disproportionately disadvantages deprived children. Equally, evidence tells us that excellent teaching disproportionately benefits them. So high quality teaching must be at the core of all pupil premium work.”

John Dunford
National Pupil Premium Champion 2013-2015

Pupil Premium Strategy Impact Review Document 2018-2019

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

For full details of pupil funding and accountability for school see <https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2018-to-2019/pupil-premium-2018-to-2019-conditions-of-grant>

Total number of pupils on roll (Academic Year 2017/2018)	355	
Percentage of pupils eligible for Free School Meals (FSM)	13 children	4%
Percentage of Children Looked After	0	-
Percentage of Service Children	0	-
Percentage of pupils eligible for Pupil Premium Grant (PPG)	29	8%
Percentage of pupils eligible for Pupil Premium Plus Grant (PP+)	3	1%
Total amount of PPG received (Financial year 2017/2018) Based on 2016/2017 Census	£44 880	
Date of most recent PPG review	September 2018	
Date for next internal review of this strategy	November 2018/March 2019/July 2019	

KS2 attainment and progress 2019 (Hertfordshire Provisional data)

	Pupils eligible for PPG at Bernards Heath Junior School
% achieving Expected standard and above in Reading, Writing and Maths (14 children)	29%
% achieving Higher standard in Reading, Writing and Maths	0%
% achieving expected standard or above in Reading	36%
% achieving expected standard or above in Writing	50%
% achieving expected standard or above in Maths	43%
Progress score in Reading	+0.01
Progress score in Writing	-0.71
Progress score in Maths	-3.29

Summary of barriers to future attainment
1. Disadvantaged children are not making expected progress in Maths
2. Specific social and emotional needs of individual children and the impact upon their learning
3. Children who have a range of vulnerabilities eg PP and SEND
4. Access to extra-curricular activities and school trips
5. Although there are some common barriers, we endeavour to identify each pupil's individual needs and ensure they have provision that is tailored to them. This is especially important in our school as we have low numbers of disadvantaged children.

At Bernards Heath Junior School we have fostered an ethos whereby disadvantaged are always at the front of the virtual queue. For example, they are considered for clubs and external opportunities first and their books are marked first.

The usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform progress and enable the early identification of need, support and appropriate intervention.

Teachers are constantly assessing children's learning and adapting provision to meet their changing needs. We have termly pupil progress meetings to discuss progress of children causing concern including children receiving pupil premium funding with the class teacher and SLT and we complete summative assessments each term (3x a year) so that progress can be tracked.

Desired outcomes	Success Criteria
1. Increase the rate of progress of Disadvantaged pupils, particularly in Maths to be in line or above the national average	Every member of staff is aware of the Disadvantaged children in their class and is held accountable for their progress. Children are highlighted on the provision map and discussed individually at pupil progress meetings. This will be measured each term in Years 3 – 6. Booster groups are particularly aimed at middle prior attaining children. Impact will be shown in the progress made.
2. Children with a range of vulnerabilities are identified and specific provision is put in place to meet their needs	Children are highlighted on the provision map and discussed individually at pupil progress meetings. They are top of the virtual queue. Each child will have a named adult in school who will be their 'champion' and personal mentor.
3. Individual social and emotional needs are met	Increased progression across the curriculum, increased self-esteem with resulting greater access to the curriculum, improved social skills and friendship choices and better self-regulation of behaviour. Each child will have a named adult in school who will be their 'champion' and personal mentor.
4. All PPG children to have the opportunity to take part in extra-curricular activities to increase sports and arts participation	Increased participation in extra-curricular activities and school trips. Good level of attainment in sports and the arts foundation subjects.

Provision Funded through Pupil Premium Grant

1:1 Tuition – Desired Outcomes 1,2		
Provide 1:1 tuition in English and/or Maths with a class teacher for children at risk of not making good progress or meeting ARE by the end of Year 6 Evidence base: Education Endowment Foundation - One to one tuition +5 months		
Numbers of PPG pupils	Impact	Supporting Data (for Pupil Premium children)
8 PPG children	Children will make expected or better progress. RAG Rating: Amber	<i>End of Year 6 data shows mixed results. This is due to the complex nature of the group.</i>
Projected Cost (year)		Actual Cost (year)
8 x 10 x £30hr = £2400 (based on last year)		£2400
Staff Lead: Assistant Heads & AssCo		
Action points identified: Although the data suggests mixed results, we feel that the individual children made better progress having had 1:1 tuition. Due to the change in cohort for the next academic year, 1:1 tuition will be rolled out through the school to target any PPG child who is not making sufficient progress		

SEN Specialist Support Teacher – Desired outcomes 1,2 and 4		
Provide 1:1 tuition in English and/or Maths with a specialist teacher for children working significantly below ARE Evidence base: Education Endowment Foundation - One to one tuition +5 months		
Numbers of PPG pupils	Impact	Supporting Data
5 children	Targets on pupil profiles will be achieved. Specialised assessment data will show accelerated progress. RAG Rating: Green	All children have made good progress in their Reading levels with all but one child making accelerated progress in their Word Reading ages. All children have made progress in their writing and all children have made accelerated progress in their Word Spelling ages. <i>(For detailed information, please refer to individual SEN Assessment reports for progress made throughout the year. It is not appropriate to comment specifically on individual children.)</i>
Projected Cost (year)		Actual Cost (year)

8 hrs x 40 weeks @ £30/hour = £9600		5 hrs x 40 weeks @ £30 an hour = £6000
Staff Lead: SENCo & SEN Teacher		
Action Points identified: TA sessions are particularly useful. There has been a large change of support staff for 2019-20 and this input ensures consistency and knowledge. Continue to introduce parent sessions to help explain how to support their child at home.		

Young Carers – Desired outcomes 2, 3 and 5		
Provide lunchtime club activities, resources and trips		
Numbers of PPG pupils	Impact	Supporting Data
13% of Young Carers are PPG	Children have dedicated time and space to make new friends and take a break from their caring responsibilities. They have the opportunity to discuss Young Carers issues and have fun. RAG Rating: Green	<i>'I love having a safe space to talk'</i> <i>'It helps me to relax'</i> <i>'I like that I think about me for a while'</i>
Projected Cost (year)		Actual Cost (year)
1hr/week @ £10/hour x 43 = £430 13% of cost = £56		£56
Staff Lead : Young Carers Lead		
Action points identified: Young carers lead has left at the end of the academic year. Need careful consideration as to who will replace to ensure the children value it as much as they have done in recent years. Consider a Young carers assembly to highlight the work that these children do and celebrate that.		

Librarian - Desired outcomes 1 and 2																	
Available on a daily basis to help children choose high quality books at home and school. Provides 1:1 reading support for identified children																	
Numbers of PPG pupils	Impact	Supporting Data															
29 children (8%)	All PPG children are issued a reading book and a library book. Each child has access to a wide range of high quality, well managed resources and may be targeted by the class teacher for extra reading support with the librarian. Weekly library lessons and open library sessions 2x/week. RAG Rating: Green	<i>Average number of books loaned per pupil V average number of books loaned per PPG pupil</i> <table border="1"> <thead> <tr> <th>Year group</th> <th>Average per pupil</th> <th>Average per PPG pupil</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>55</td> <td>125</td> </tr> <tr> <td>4</td> <td>41</td> <td>44</td> </tr> <tr> <td>5</td> <td>15</td> <td>13</td> </tr> <tr> <td>6</td> <td>16</td> <td>19</td> </tr> </tbody> </table>	Year group	Average per pupil	Average per PPG pupil	3	55	125	4	41	44	5	15	13	6	16	19
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4	41	44															
5	15	13															
6	16	19															
Projected Cost (year)		Actual Cost (year)															
15hrs/week@£10/hour x43=£6450 8% of cost=£516		£516															
Staff Lead: School librarian & English Coordinator																	
Action points identified: Librarian reading 1:1 with identified PPG children continues to be highly successful. With a real focus across the school on children's reading, it is clear that the PPG children are being encouraged and heard to read as a priority in class. Every class has 'Priority Readers' and these are predominantly made up of PP children, as well as other targeted low readers or children who do not receive the support from home. Library books need re-banding to ensure they are closely matched to the children's reading level and ability.																	

Specialist Music Teacher - Desired outcomes 5

Provide a specialist music teacher who teaches all children to play a tuned instrument as well as opportunities to sing in the choir and play in the orchestra

Evidence base: Education Endowment Foundation - **Arts participation +2 months**

Numbers of PPG pupils	Impact	Supporting Data									
29 children (8%)	<p>Each child has a high quality music lesson delivered by a specialist music teacher every week. Each child has the opportunity to perform to a large audience at least twice a year.</p> <p>RAG Rating: Green</p>	<p>All PPG children attended and took part in whole school performances to large audiences, including Alban Arena Schools concert. The year 6 leavers show was particularly noticeable as PPG children had key roles and solos.</p> <p><i>% PPG children at ARE+ from foundation assessment</i></p> <table border="1" data-bbox="1447 587 2054 738"> <tr> <td>Year 6 (14 children)</td> <td>50%</td> </tr> <tr> <td>Year 5 (6 children)</td> <td>100%</td> </tr> <tr> <td>Year 4 (7 children)</td> <td>86%</td> </tr> <tr> <td>Year 3 (2 children)</td> <td>50%</td> </tr> </table>		Year 6 (14 children)	50%	Year 5 (6 children)	100%	Year 4 (7 children)	86%	Year 3 (2 children)	50%
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Projected Cost (year)		Actual Cost (year)									
8% of music teacher salary £3000		£3000									
Staff Lead: Music Coordinator											
<p>Action points identified: Continue to ensure PPG children are at the front of the virtual queue for performances, opportunities and experiences. Ensure that children have access to recorders and high quality music books. Liaise with peripatetic teachers to ensure talent and ability is highlighted.</p>											

Subsidized Peripatetic Music Lessons - Desired outcomes 5		
Evidence base: Education Endowment Foundation - Arts Participation +2 months		
Numbers of PPG pupils	Impact	Supporting Data
Projected number 5 children	All PPG children are offered the opportunity to learn a tuned instrument if they choose to. RAG Rating: Amber (due to low uptake)	1 child This child has absolutely thrived in her music lessons. She has gained confidence and is proud to show off her musical talent.
Projected Cost (year)		Actual Cost (year)
£850 (based on last years spend)		£414.69
Staff Lead: Assistant Office Manager		
Action points identified: Ask Music coordinator/teacher to identify potential children for the school to directly approach with regards to peripatetic lessons.		

Specialist Sports Teaching Assistant - Desired outcomes 5		
Supports children to make PE more inclusive and extending provision for target groups		
Evidence base: Education Endowment Foundation - Sports Participation +2 months		
Numbers of PPG pupils	Impact	Supporting Data
29 children (8%)	Children will have greater opportunity to develop key physical skills within lessons. RAG Rating: Green	<i>Extract from Pupil Premium PE Report July 2019...</i> PPG children have been supported and actively encouraged to take part in clubs and have been provided with opportunities to take part in Level 2 competitions. In all years, with the exception of Year 3 (where opportunities are not as available) over 50% of the PPG have taken part in a level 2 competition and represented the school. Increasing this percentage will be a focus area next academic year. In every year group, over 70% of the PPG children are achieving ARE or above. Feedback from teachers suggests that the Sports TA greatly enhances lessons and allows them to gain new skills too.

Projected Cost (year)		Actual Cost (year)
8% of Sports TA £800		£800
Staff Lead: PE Coordinators		
Action points identified: New Sports TA 2019-20 to be made aware of Disadvantaged cohorts and their individual needs. Work closely with PE lead to identify opportunities for these children. Increase the percentage of children taking part in Level 2 competitions. Each year group to keep clear records of the opportunities offered to PPG children in order to maintain high level of participation.		

Bangla speaking Teaching Assistant - Desired outcomes 1, 2, 4		
Work with children across the school (1:1/1:2), liaise with Bangla speaking parents and run an after school Bangla club		
Numbers of PPG pupils	Impact	Supporting Data
1 child 1:1 support	Closer community links with Bangla families. Increased contact with parents. Bangla after school club attendance. Specific children identified for English and Maths intervention with a focus of vocabulary development. RAG Rating: Green	Progress was strong in Reading, Writing and Maths.
Projected Cost (year)		Actual Cost (year)
1hrs/week@£10/hourx43 £430		£430
Staff Lead: Assistant Heads & AssCo		
Action points identified: This will remain an intervention for PPG children, however in the academic year 2019-20, there are no Bangla children on the PPG list. This may change throughout the year.		

Extra-Curricular Club Voucher - Desired outcomes 2		
All FSM and PP+ children issued with one club voucher per year. School is invoiced by the club Evidence base: Education Endowment Foundation - Arts Participation +2 months, Sports Participation +2 months		
Numbers of PPG pupils	Impact	Supporting Data
13 current FSM children	Children able to attend after school club. RAG Rating: Green	<i>9 PPG children accessed Extra Curricular clubs this year, free of charge.</i>
Projected Cost (year)		Actual Cost (year)
£4/session for 14 weeks (estimated) £728		£504
Staff Lead: Pupil Premium Coordinator/Office manager		
Action points identified: Continue. Ask class teachers to select children for clubs as they know the children's interests and hobbies.		

Other Services provided by outside agencies - Desired outcomes 2, 3 and 4		
e.g. St Albans Plus Evidence base: Education Endowment Foundation - Parental involvement +3 months		
Numbers of PPG pupils	Impact	Supporting Data
67% of St Albans Plus services	Parent support worker available for parent or school referral. Support parents in managing children at home and accessing support services. CAF & TAF coordination. RAG Rating: Green	<i>Services provided. Family Support worker actively involved with families. Services signposted effectively. Strong working relationship between school and FSW.</i>
Projected Cost (year)		Actual Cost (year)
Projected St Albans Plus cost for 1 year=£2500 67% of cost = £1667		£1667
Staff Lead: Head & SENCo		
Action points identified: Continue with highly personalised service		

'The Hub' - Desired outcomes 1, 2 and 3		
1 teacher and 1 TA to run a lunchtime and an afternoon session per week. Includes drinks and snacks. Evidence base: Education Endowment Foundation - Social and Emotional Learning +4 months		
Number of PPG Pupils	Impact	Supporting Data
5/10 (50% of 'The Hub' are PPG)	<p>The impact of The Hub varies from child to child due to its highly individualised nature, but generally includes; increased progression across the curriculum, increased self-esteem with resulting greater access to the curriculum, improved social skills and friendship choices and better self-regulation of behaviour.</p> <p>RAG Rating: Green</p>	<p><i>Pupil Voice;</i> <i>'Hub gives me time to be free from lessons which can be stressful. It gives me space to calm down'</i> <i>'The Hub has made me feel calm and safe. The Hub should ever ever come to an end. Kids love the Hub and so do I'</i> <i>'The Hub has boosted my confidence and has helped me to see who I really am. When I was in the Hub I felt safe'</i> <i>'Hub has helped me feel comfortable around new people. It has helped me to overcome fears of my own by talking about it and doing much more than just bottling it up inside'</i></p> <p><i>Boxall Profiles;</i> <i>The Boxall profiles have all shown improvements in key areas for every individual child.</i> <i>Children who have been in the Hub still return to staff to talk about issues at home. Year 6 children have had the opportunity to organise sessions and mentor other students. This gives them an increased sense of responsibility.</i></p>
Projected Cost (year)		Actual cost (year)
Teacher cost: 4 hours/week @£30/hour x40= £4800 50% of £4800 = £2400 TA Cost: 4 hours/week @£10/hour x40= £1600 50% of £1600 = £800 Running costs: £100 50% of £100 = £50		£3250
Staff Lead: Hub Teacher		
Action points identified: The Hub has good impact on the emotional wellbeing of the children who attend. This is evidenced in their Boxall profiles. The make-up of the group is vital to its success. This will be reviewed at least half termly taking children's views into account.		

Boxall profiles to be updated termly
 Parental involvement to be increased and parents invited to attend at least one session. Consider an external visit to increase cultural capital.
 Introduce 'Tier 2' intervention to support children with anxiety.

Targeted Intervention - Desired outcomes 1, 2 and 3		
TA led targeted interventions in English and maths for children who are not making expected progress or meeting ARE. Evidence base: Education Endowment Foundation - Small group tuition +4 months, Phonics +4 months		
Number of PPG Pupils	Impact	Supporting data
Provision map indicates that expected average of intervention groups is 50% PPG	Children make good or better progress in Literacy and Maths Children more confident in class and with friendship groups RAG rating: Green	<i>SATS results PPG (See first page of Impact document)</i> Pupil progress meetings have had a particular focus on PPG children across the school. Teachers identify specific targets for each PPG child and interventions where necessary. These are highly tailored for each individual child. We have taken part in the 'Closing the Gap' project for this and next academic year.
Projected Cost (year)		Actual Cost (year)
4 hours/week@£10/hour=£1600 each class Total £19200 50% of total= £9600		£9600
Staff Lead: Assistant Heads, AssCo and English/Maths lead		
Action points identified: Continue to update training for Teaching Assistants on interventions and approaches used to increase children's understanding and knowledge/skills (including the use of the SEN specialist teacher) Ensure that the projects the school is participating in, are filtered down to the TA's. Continue to share good practice across the school, including Maths interventions. Maths coordinator to ensure these interventions are in place across the school. English and Maths leads to ensure impact of interventions and consider their effectiveness.		

Computing/Homework Club - Desired outcomes 1 and 2										
Provide a teacher-led lunchtime computing and homework club once a week for targeted children Evidence base: Education Endowment Foundation - Digital technology +2 months, Homework +1 month										
Number of PPG Pupils	Impact	Supporting data								
<i>PPG are top of the virtual queue for invites to the club</i>	Computing club for children who do not have access to computers at home or need extra input with homework activities RAG rating: Amber	% PPG children at ARE+ from foundation assessment (Computing) <table border="1"> <tr> <td>Year 6 (14 children)</td> <td>75%</td> </tr> <tr> <td>Year 5 (6 children)</td> <td>100%</td> </tr> <tr> <td>Year 4 (7 children)</td> <td>86%</td> </tr> <tr> <td>Year 3 (2 children)</td> <td>0%</td> </tr> </table>	Year 6 (14 children)	75%	Year 5 (6 children)	100%	Year 4 (7 children)	86%	Year 3 (2 children)	0%
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Projected Cost (year)		Actual Cost (year)								
100% of 40 hours@£30/hour £1200		£1200								
Staff Lead: ICT Coordinator										
Action points identified: After school computing club now in place, with high uptake. Computing lead needs to ensure that Computing club is up and running weekly.										

Targeted in class support (excluding Targeted interventions above) including targeted marking and feedback. - Desired outcomes 1 and 2		
For individuals and groups identified on the Provision Map. PPG children top of virtual queue. All teachers and TAs aware of who these children are. Evidence base: Education Endowment Foundation - Targeted marking and feedback +8 months, Teaching assistants +1 month		
Number of PPG Pupils	Impact	Supporting data
8% of whole school	Marking and feedback is used effectively and identifies next steps in learning journey. Teachers are aware of their PPG cohort. TA's used to provide targeted support within class. PPG children are a key focus group discussed individually at Pupil Progress meetings termly.	<i>Pupil progress meetings are designed to discuss and target areas for all PPG children, regardless of ability.</i> <i>All teachers are aware of the PPG cohort in their class and year group.</i> <i>This academic year, staff have prioritised raising attainment and rates of progress in Writing and</i>

		<i>enhancing provision for pupils who are eligible for PPG. They have refined current practice, using strategies such as pre teaching, over learning and precision tracking of pupils individual misconceptions. (July 2019 HIP report)</i>
Projected Cost (year)	RAG Rating: Green	Actual Cost (year)
16 hours/week@£10/hour=£6400 (TAs average 22 hours/week, 6 hours are targeted interventions) Total=£76800 8% of total=£6144		£6144
Staff Lead: Class Teachers		
Action points identified: Continue. Marking and feedback is effective. To ensure that TA's are aware of the PPG children in their class.		

Curriculum enrichment subsidies - Desired outcomes 1, 3 and 5 Subsidize trips such as Year 6 school journey, swimming, cycling proficiency, enrichment experiences (see also Extra Curricular Club voucher & Peripatetic Music) Evidence base: Education Endowment Foundation - Arts Participation +2 months, Sports Participation +2 months, Outdoor Adventure Learning +3 months		
Number of PPG Pupils accessing payments	Impact	Supporting data
13 children (current FSM)	All children have the opportunity to attend extra-curricular and enrichment activities regardless of ability to pay. RAG rating: Green	<i>PPG children have accessed funding where appropriate this year. No child has been excluded from an activity due to inability to pay. 3 children had access to funding towards Year 6 school journey and all PPG children participated, unless they specifically requested not to.</i>
Projected Cost (year)		Actual cost:
£600 (based on last years spend)		£565.85
Staff Lead: Assistant Office Manager		
Action points identified: To continue to encourage parents to access assistance with payments through reminders on letters and at parent information evenings		

Change for Life Cookery Club - Desired outcomes 3 and 5		
Invite all pupil premium children for at least half a term per year		
Number of PPG Pupils	Impact	Supporting data
Projected 29 children	Children have opportunity to develop key life skills RAG rating: Green	<i>16 children attended</i> <i>All learnt key skills for cookery including;</i> <i>Weighing and measuring</i> <i>Reading and adapting a recipe</i> <i>Chopping, mixing etc</i>
Projected Cost (year)		Actual Cost (year)
Staffing: 2hr/week@£10/hour = £860 Running cost = £350 Total= £1210		2hrs/week @£10 an hour for 16 weeks=£320 Running cost £100 Total = £420
Staff Lead: Teaching Assistant for Cooking Club		
Lessons learnt from last year: Recruit new lead. Groups of four is recommended. Recipes are limited due to time constraints		

Change for Life Activity Session/Game On - Desired outcomes 3 and 5		
All PPG children invited and encouraged to participate in lunchtime session once a week. GAME ON is led by Year 6 sports ambassadors and develops leadership and participation skills. Evidence base: Education Endowment Foundation - Sports Participation +2 months		
Number of PPG Pupils	Impact	Supporting data
Projected 29 children	Children have the opportunity to develop key physical skills RAG Rating: Amber	<i>All PPG children in Yr3-5 assessed as expected or above in PE</i> <i>Attendance down from previous year</i> <i>One PPG child was selected as a 'Game On' sports leader, as well as Sports Ambassador for the school.</i>
Projected Cost (year)		Actual Cost (year)
1hr/week@£10/hour £430		£430
Staff Lead: PE Coordinators and AL		
Action points identified: Ensure there is a high uptake across all year groups and participation in all sessions. Ensure the Game On lead targets all PPG children, not just current FSM		

Counselling and Mentoring - Desired outcomes 2 and 3		
Evidence base: Education Endowment Foundation - Mentoring +1 months		
Number of PPG Pupils	Impact	Supporting data
4 children	Happy and settled. Interacting appropriately with peers and adults in the classroom, on the playground and at home. RAG Rating: Green	<i>2 children</i> <i>Highly individualised</i> <i>Feedback report in children's folder</i>
Projected Cost (year)		Actual Cost (year)
£210 for 6 sessions £840 (projected no. of sessions 18)		£420
Staff Lead: Head & SENCo		
Action points identified: As from next academic year, the school counsellor will only be offering blocks of 12.		

Cost of Schools Meals		
Autumn	Spring	Summer
Number of FSM Pupils	Number of FSM Pupils	Number of FSM Pupils
13	16	15
Impact	Impact	Impact
Children receive a healthy and balanced meal	Children receive a healthy and balanced meal	Children receive a healthy and balanced meal
Projected Cost (year)		Actual Cost (year)
£2.45x185x13 £5892		£2.45 x 13 x 73 = £2325.05 £2.45 x 16 x 59 = £2312.80 £2.45 x 15 x 58 = £2131.50 Total = £6769.35
Staff Lead: Assistant Office Manager		
Action points identified: Encourage and support people to apply for free school meals.		

Breakdown of Pupil Premium Plus Provision – Interventions 2018/2019 (not currently Free School Meals)

THESE WILL BE ADDED TO AS THE YEAR PROGRESSES AND THE CHILDREN HAVE DIFFERENT OPPORTUNITIES

Child 1	1:1 tuition in English and maths (SEN Specialist Teacher) In class targeted support from teacher or TA (daily) Priority reader 1:1 TA time for emotional wellbeing daily The Hub Family support Extra transition sessions for Secondary move Gymnastics club
Child 2	Maths intervention Priority reader In class targeted support from teacher or TA (daily) Emotional support from in school mentor Extra curricular clubs Family support
Child 3	Priority reader In class targeted support from teacher or TA (daily) Change for life cookery club Extra curricular clubs x 2 Game On

References

Education Endowment Foundation Teaching and Learning Toolkit <https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/>