



## **Pupil Premium Strategy 2017-2018**

“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 2017-2018**

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-2017-to-2018>

Total number of pupils on roll (Academic Year 2017/2018)	359	
Percentage of pupils eligible for Free School Meals (FSM)	4%	16 FSM children
Percentage of Children Looked After	-	0
Percentage of Service Children	-	0
Percentage of pupils eligible for Pupil Premium Grant (PPG)	11%	38 Ever 6 children
Percentage of pupils eligible for Pupil Premium Plus Grant (PP+)	1%	3 Ex CLA children
Total amount of PPG received (Financial year 2017/2018) Based on 2016/2017 Census	£52,060	
Date of most recent PPG review	September 2017	
Date for next internal review of this strategy	November 2017/March 2018/July 2018	

## **KS2 attainment 2017**

	Pupils eligible for PPG at Bernards Heath Junior School	Pupils not eligible for PPG ('national other' average)
% achieving Expected standard and above in Reading, Writing and Maths (14 children)	64%	67%
% achieving Higher standard in Reading, Writing and Maths	7%	11%
% achieving expected standard or above in Reading	79%	77%
% achieving expected standard or above in Writing	79%	81%
% achieving expected standard or above in Maths	71%	80%

Summary of barriers to future attainment
1. Specific social and emotional needs of individual children and the impact upon their learning
2. Children who have a range of vulnerabilities eg PP and SEND
3. Access to extra-curricular activities and school trips
4. Although there are some common barriers, we endeavour to identify each pupils 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	Impact review
1. Increase the rate of progress of Disadvantaged pupils, particularly in Reading and Writing 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.	All children highlighted on Provision Map. Staff know who their disadvantaged children are and they are at the top of the virtual queue. Pupil progress meetings included discussion around all disadvantaged children. Year 6 progress for Reading and Writing was better than national non PPG. Across the school, Disadvantaged children make good progress across all subjects with a slight dip in current Year 5. This will be a focus group for targeted support next academic year.
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.	All success criteria met

<p>3. Individual social and emotional needs are met</p>	<p>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>As this is highly individualised, success is measured on a child by child basis. All children who have needed provision throughout the year have had access to interventions in whatever form, to support them.</p>
<p>4. Increase parental engagement in their child's learning and in school life</p>	<p>Increased attendance at parents evening and wider school events. Parents feel confident in supporting their children's learning at home.</p>	<p>Teaching Assistants and teachers ensured that all parents had made parents evening appointments. All parents made appointments. Year group meetings held to inform parents about their child's learning and how to support them.</p>
<p>5. All PPG children to have the opportunity to take part in extra-curricular activities to increase sports and arts participation</p>	<p>Increased participation in extra-curricular activities and school trips. Good level of attainment in sports and the arts foundation subjects.</p>	<p>66% of PPG children attended an extra curricular club All PPG children took part in school trips or in school activities due to subsidies. In general, disadvantaged children meet ARE in the Arts. Where they do not, there are specific and individual needs on a child by child basis.</p>

### 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 - <b>One to one tuition +5 months</b>		
Numbers of PPG pupils	Impact	Supporting Data (for Pupil Premium children)
3 PPG children	Children will make expected or better progress.  <b>RAG Rating: Amber</b>	<i>2/3 children reached expected standard in R,W and M The other child was awarded ARE across the board in Teacher Assessment, but did not perform in the test situation, despite being close.</i>
Projected Cost (year)		Actual Cost (year)
15 x 8 x £30hr <b>= £3600 (based on last year)</b>		<b>3 x 5 x £30 = £450</b>
<b>Staff Lead:</b> Assistant Heads & AssCo		
<b>Lessons learnt from last year:</b> 1:1 tuition had a good impact. Consider the timing of the 1:1 tuition sessions and the focus children to ensure maximum progression. Start 1:1 earlier in the academic year.		

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 - <b>One to one tuition +5 months</b>		
Numbers of PPG pupils	Impact	Supporting Data
6 children	Targets on pupil profiles will be achieved. Specialised assessment data will show accelerated progress. <b>RAG Rating: Green</b>	<i>Please refer to individual SEN Assessment reports for progress made throughout the year. These all showed that the individual children had made good progress against their initial assessments.</i>
Projected Cost (year)		Actual Cost (year)
6.5hrsx40weeks@£30/hour = <b>£7800</b>		6 hours x 40 x £30 = £7200
<b>Staff Lead:</b> SENCo & SEN Teacher		
<b>Lessons learnt from last year:</b> TA sessions are particularly useful and have been welcomed by all Impact is increased when parents are more involved. 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															
14% 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. <b>RAG Rating: Green</b>	<i>'You can have fun with someone you didn't know' 'I can just relax...makes me realise how stressful it is at home..' 'It's nice to feel important and I like my little sister more'</i>															
Projected Cost (year)		Actual Cost (year)															
1hr/week@£10/hourx43=£430 <b>14% of cost=£60</b>		£60															
<b>Staff Lead :</b> Young Carers Lead																	
<b>Lessons learnt from last year:</b> Continue communication between young carers lead and class teachers to ensure children are identified and invited where appropriate Feedback from the children highlights how much they value the trip to Whipsnade. Ensure this happens yearly.																	
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															
32 children (9%)	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.  <b>RAG Rating: Green</b>	<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>42.3</td> <td>56.7</td> </tr> <tr> <td>4</td> <td>31.7</td> <td>32.5</td> </tr> <tr> <td>5</td> <td>18.4</td> <td>24.93</td> </tr> <tr> <td>6</td> <td>15.5</td> <td>19.6</td> </tr> </tbody> </table>	Year group	Average per pupil	Average per PPG pupil	3	42.3	56.7	4	31.7	32.5	5	18.4	24.93	6	15.5	19.6
Year group	Average per pupil	Average per PPG pupil															
3	42.3	56.7															
4	31.7	32.5															
5	18.4	24.93															
6	15.5	19.6															
Projected Cost (year)		Actual Cost (year)															
15hrs/week@£10/hour x43=£6450 <b>9% of cost=£580.50</b>		<b>£580.50</b>															
<b>Staff Lead:</b> School librarian & English Coordinator																	
<b>Lessons learnt from last year:</b> Librarian reading 1:1 with identified PPG children has been highly successful. Continue next year. Will also monitor the books being read and 'check in' with these children regularly																	

**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								
38 children (11%)	<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><b>RAG Rating: Green</b></p>	<p><i>Choir uptake is one of the largest of the after school activities the school offers.</i></p> <p><i>Alban Arena and Royal Albert Hall concert attended</i></p> <p><i>All children encouraged to take part in school performances and have the opportunity to showcase their talents</i></p> <p><i>% PPG children at ARE+</i></p> <table border="1" data-bbox="1447 624 2049 774"> <tr> <td>Year 6</td> <td>80%</td> </tr> <tr> <td>Year 5</td> <td>64%</td> </tr> <tr> <td>Year 4</td> <td>83%</td> </tr> <tr> <td>Year 3</td> <td>75%</td> </tr> </table>	Year 6	80%	Year 5	64%	Year 4	83%	Year 3	75%
Year 6	80%									
Year 5	64%									
Year 4	83%									
Year 3	75%									
<b>Projected Cost (year)</b>		<b>Actual Cost (year)</b>								
9% of music teacher salary <b>£3000</b>		<b>£3667</b>								
<b>Staff Lead:</b> Music Coordinator										
<p><b>Lessons learnt from last year:</b></p> <p>Continue to focus on the current Year 5 and seek to offer the opportunities to improve their musical ability. Ensure they are at the front of the ‘virtual queue’ for performances, opportunities and experiences.</p>										

<b>Subsidized Peripatetic Music Lessons - Desired outcomes 5</b>		
Evidence base: Education Endowment Foundation - <b>Arts Participation +2 months</b>		
<b>Numbers of PPG pupils</b>	<b>Impact</b>	<b>Supporting Data</b>
2 children	All PPG children are offered the opportunity to learn a tuned instrument if they choose to. <b>RAG Rating: Amber</b>	2 children took offer of subsidised music lessons
<b>Projected Cost (year)</b>		<b>Actual Cost (year)</b>
<b>£1058 (based on last years spend)</b>		<b>£837.52</b>
<b>Staff Lead:</b> Assistant Office Manager		
<b>Lessons learnt from last year:</b> Continue to promote uptake of subsidised lessons through newsletter/extra- curricular club voucher information/school brochure/new to Year 3 parent meetings		

<b>Specialist Sports Teaching Assistant - Desired outcomes 5</b>										
Supports children to make PE more inclusive and extending provision for target groups Evidence base: Education Endowment Foundation - <b>Sports Participation +2 months</b>										
<b>Numbers of PPG pupils</b>	<b>Impact</b>	<b>Supporting Data</b>								
38 children (11%)	Children will have greater opportunity to develop key physical skills within lessons.  <b>RAG Rating: Green</b>	<i>% of PPG achieving Age Related Expectation</i> <table border="1"> <tr> <td>Year 6</td> <td>80%</td> </tr> <tr> <td>Year 5</td> <td>86%</td> </tr> <tr> <td>Year 4</td> <td>100%</td> </tr> <tr> <td>Year 3</td> <td>100%</td> </tr> </table>	Year 6	80%	Year 5	86%	Year 4	100%	Year 3	100%
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<b>Projected Cost (year)</b>		<b>Actual Cost (year)</b>								
9% of Sports TA <b>£800</b>		<b>11% of Sports TA £978</b>								
<b>Staff Lead:</b> PE Coordinators										
<b>Lessons learnt from last year:</b> New Sports TA to be made aware of Disadvantaged cohort to focus teaching key skills Foundation assessment shows that current Year 6 need to be particular focus										



<b>Bangla speaking Teaching Assistant - Desired outcomes 1, 2, 4</b>		
Work with children across the school (1:1/1:2), liaise with Bangla speaking parents and run an after school Bangla club		
<b>Numbers of PPG pupils</b>	<b>Impact</b>	<b>Supporting Data</b>
2 children 1:1 support	<p>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.</p> <p><b>RAG Rating: Green</b></p>	<p>Both children have made strong progress in Reading and Writing. This was the main focus of the intervention. One child made strong progress in Maths.</p>
<b>Projected Cost (year)</b>		<b>Actual Cost (year)</b>
2hrs/week@£10/hourx43 <b>£860</b>		£860
<b>Staff Lead:</b> Assistant Heads & AssCo		
<b>Lessons learnt from last year:</b> Continue. Has good impact. Continue to liaise closely with parents through Bangla club		
<b>Extra-Curricular Club Voucher - Desired outcomes 2</b>		
All FSM and PP+ children issued with one club voucher per year. School is invoiced by the club		
Evidence base: Education Endowment Foundation - <b>Arts Participation +2 months, Sports Participation +2 months</b>		
<b>Numbers of PPG pupils</b>	<b>Impact</b>	<b>Supporting Data</b>
16 current FSM children	<p>Children able to attend after school club.</p> <p><b>RAG Rating: Green</b></p>	<p><i>7 children used the voucher to access a paid club, but 18 children attended a free club and therefore did not need to use the voucher.</i></p>
<b>Projected Cost (year)</b>		<b>Actual Cost (year)</b>
£4/session for 14 weeks (estimated) <b>£784</b>		<b>£336</b>
<b>Staff Lead:</b> Pupil Premium Coordinator		
<b>Lessons learnt from last year:</b> Children are encouraged to participate in after school clubs. We also ask providers to give one or two free places to disadvantaged children. We also run a number of free clubs so that cost is not a barrier. We have found that many PPG children do not attend after school clubs, but take part in lunch time clubs. We have therefore increased the number of those clubs.		

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
25% 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. <b>RAG Rating: Green</b>	<i>Further engagement from parent in school life. Supportive relationships with new parent support worker</i>
Projected Cost (year)		Actual Cost (year)
St Albans Plus cost for 1 year=£2350 <b>25% of cost = £587.50</b>		<b>£587.50</b>
<b>Staff Lead:</b> Head & SENCo		
<b>Lessons learnt from last year:</b> Continue		

<b>'The Hub' - Desired outcomes 1, 2 and 3</b>		
1 teacher and 1 TA to run a lunchtime and an afternoon session per week. Includes drinks and snacks. Evidence base: Education Endowment Foundation - <b>Social and Emotional Learning +4 months</b>		
<b>Number of PPG Pupils</b>	<b>Impact</b>	<b>Supporting Data</b>
5/6 (83% of 'The Hub' are PPG)	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. <b>RAG Rating: Green</b>	<i>Pupil Voice</i> <i>Children describe the Hub as being a calm place where they feel very happy.</i> <i>One stated that that it is a calm place to go where there is no one to wind you up.</i> <i>One felt it had helped them to get along with others.</i>  <i>Boxall profiles show a positive impact for the majority of children in the Hub, not just the PPG.</i> <i>See individual case studies.</i>
<b>Projected Cost (year)</b>		<b>Actual cost (year)</b>
Teacher cost: 4 hours/week @£30/hour x40= £4800 <b>83% of £4800 = £4000</b> TA Cost: 4 hours/week @£10/hour x40= £1600 <b>83% of £1600 = £1333</b> Running costs: £100 <b>83% of £100 = £83</b>		£5416
<b>Staff Lead:</b> Hub Teacher		
<b>Lessons learnt from last year:</b> 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. As the Hub has become upper school heavy, the year group balance needs to be readdressed whilst taking into account individual needs. This will be reviewed at least half termly taking children's views into account. Boxall profiles to be updated termly		

<b>Targeted Intervention - Desired outcomes 1, 2 and 3</b>																									
TA led targeted interventions in English and maths for children who are not making expected progress or meeting ARE. Evidence base: Education Endowment Foundation - <b>Small group tuition +4 months, Phonics +4 months</b>																									
<b>Number of PPG Pupils</b>	<b>Impact</b>	<b>Supporting data</b>																							
Provision map indicates that expected average of intervention groups is 25% PPG (to be updated)	Children make good or better progress in Literacy and Maths Children more confident in class and with friendship groups <b>RAG rating: Amber</b>	<u>SATS data progress scores</u> <i>Reading and writing were above national non disadvantaged</i> <table border="1"> <tr> <td>Reading</td> <td>+1.16</td> </tr> <tr> <td>Writing</td> <td>+0.35</td> </tr> <tr> <td>Maths</td> <td>-3.26</td> </tr> </table> <u>Whole school data</u> <i>% making minimum sufficient progress +</i> <table border="1"> <thead> <tr> <th></th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>100%</td> <td>100%</td> <td>93%</td> </tr> <tr> <td>Writing</td> <td>100%</td> <td>100%</td> <td>73%</td> </tr> <tr> <td>Maths</td> <td>100%</td> <td>100%</td> <td>80%</td> </tr> </tbody> </table>		Reading	+1.16	Writing	+0.35	Maths	-3.26		Year 3	Year 4	Year 5	Reading	100%	100%	93%	Writing	100%	100%	73%	Maths	100%	100%	80%
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<b>Projected Cost (year)</b>		<b>Actual Cost (year)</b>																							
6 hours/week@£10/hour=£2580 each class Total £30960 <b>25% of total= £7740</b>		£7740																							
<b>Staff Lead:</b> Assistant Heads, AssCo and English/Maths lead																									
<b>Lessons learnt from last year:</b> Share good practice across the school in Maths intervention (Maths club/booster groups) English and Maths lead to ensure impact of interventions and consider their effectiveness, especially in Maths.																									

<b>Computing/Homework Club - Desired outcomes 1 and 2</b>		
Provide a teacher-led lunchtime computing and homework club once a week for targeted children Evidence base: Education Endowment Foundation - <b>Digital technology +2 months, Homework +1 month</b>		
<b>Number of PPG Pupils</b>	<b>Impact</b>	<b>Supporting data</b>
<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 <b>RAG rating: Green</b>	<i>5 PPG attended regularly. A free place at coding club was also offered to a PPG child which was taken up.</i>
<b>Projected Cost (year)</b>		<b>Actual Cost (year)</b>
100% of 40 hours@£30/hour <b>£1200</b>		£1200
<b>Staff Lead:</b> ICT Coordinator		
<b>Lessons learnt from last year:</b> Ensure the club runs throughout the year. Look at the timing of the club-possibly move to after school. There is now a coding club that takes place in a lunchtime and after school.		
<b>Targeted in class support (excluding Targeted interventions above) including targeted marking and feedback. - Desired outcomes 1 and 2</b>		
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 - <b>Targeted marking and feedback +8 months, Teaching assistants +1 month</b>		
<b>Number of PPG Pupils</b>	<b>Impact</b>	<b>Supporting data</b>
11% 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. <b>RAG Rating: Green</b>	<i>See above for whole school progress summary.</i>  <i>Pupil progress meetings adapted to focus on all pupil premium children regardless of ability and attainment. (See pupil progress notes)</i>  <i>Pupil Premium provision review conducted by the HIP in Spring 2018 states 'pupils work..is rigorously tracked...pupils were responding to targeted next steps marking with significant opportunities to write across the curriculum.</i>

		<i>Marking was seen to move pupils learning forward' See HIP report for full details</i>
<b>Projected Cost (year)</b>		<b>Actual Cost (year)</b>
16 hours/week@£10/hour=£6880 (TAs average 22 hours/week, 6 hours are targeted interventions) Total=£82560 <b>9% of total=£7430</b>		<b>11% = £9082</b>
<b>Staff Lead:</b> Class Teachers		
<b>Lessons learnt from last year:</b> Continue to make sure Teaching Assistants are aware of the disadvantaged children within their class. Providing guidance and support for new Teaching Assistants. Ensure that marking shows clear next steps for learning and that there is evidence that children are responding to this focussed marking.		

<b>Curriculum enrichment subsidies - Desired outcomes 1, 3 and 5</b> 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 - <b>Arts Participation +2 months, Sports Participation +2 months, Outdoor Adventure Learning +3 months</b>		
<b>Number of PPG Pupils accessing payments</b>	<b>Impact</b>	<b>Supporting data</b>
16 children (current FSM)	All children have the opportunity to attend extra-curricular and enrichment activities regardless of ability to pay. <b>RAG rating: Green</b>	<i>10 children accessed subsidies this academic year</i>
<b>Projected Cost (year)</b>		<b>Actual Cost (year)</b>
£1000 (based on last years spend)		£535.40
<b>Staff Lead:</b> Assistant Office Manager		
<b>Lessons learnt from last year:</b> To continue to encourage parents to access assistance with payments through reminders on letters and at parent information evenings		

<b>Change for Life Cookery Club - Desired outcomes 3 and 5</b> Invite all pupil premium children for at least half a term per year		
<b>Number of PPG Pupils</b>	<b>Impact</b>	<b>Supporting data</b>
Projected 32 children	Children have opportunity to develop key life skills <b>RAG rating: Red</b>	<i>Due to staffing issues and prioritising the needs of the children, this did not take place this year.</i>
<b>Projected Cost (year)</b>		<b>Actual Cost (year)</b>
Staffing: 2hr/week@£10/hour = £860 Running cost = £350 <b>Total= £1210</b>		£0
<b>Staff Lead:</b> Teaching Assistant for Cooking Club		
<b>Lessons learnt from last year:</b> Ensure club runs and staffing is in place		
<b>Change for Life Activity Session/Game On - Desired outcomes 3 and 5</b> 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 - <b>Sports Participation +2 months</b>		
<b>Number of PPG Pupils</b>	<b>Impact</b>	<b>Supporting data</b>
Projected 32 children	Children have the opportunity to develop key physical skills <b>RAG Rating: Green</b>	<i>75% of PPG pupils in years 3-5 attended Game On The PPG group benefitted from extra opportunities to interact in small games with their peers. The smaller groups enabled higher levels of interaction and coaching opportunities. Pupil voice; 'I like Game On because we play lots of games and I can show my skills' Yr 3 'I like it because we play kids games and not the ones that teachers like!' Yr 3</i>
<b>Projected Cost (year)</b>		<b>Actual Cost (year)</b>
1hr/week@£10/hour <b>£430</b>		£430
<b>Staff Lead:</b> PE Coordinators		
<b>Lessons learnt from last year:</b> To continue Game On has been adapted through the year after feedback from children that they didn't like being stuck with one group or leader each week. They are able to choose their activity from a list of four varied games, focussing on different skills.		

<b>Counselling and Mentoring - Desired outcomes 2 and 3</b>		
Evidence base: Education Endowment Foundation - <b>Mentoring +1 months</b>		
<b>Number of PPG Pupils</b>	<b>Impact</b>	<b>Supporting data</b>
2	Happy and settled. Interacting appropriately with peers and adults in the classroom, on the playground and at home. <b>RAG Rating: Amber due to complex needs of children. This is still a necessary spend, however it is impossible to expect a quick positive outcome</b>	<i>Highly individualised</i> <i>Feedback report in children's file</i>
<b>Projected Cost (year)</b>		<b>Actual Cost (year)</b>
£210 for 6 sessions <b>£1050</b> (projected no. of sessions 30)		<b>36 sessions</b> <b>£1260</b>
<b>Staff Lead:</b> Head & SENCo		
<b>Lessons learnt from last year:</b> Highly individualised, responding to needs of children Post adoption support is seriously lacking and not accessible to schools		

<b>Cost of Schools Meals</b>		
Autumn	Spring	Summer
<b>Number of FSM Pupils</b>	<b>Number of FSM Pupils</b>	<b>Number of FSM Pupils</b>
16		
<b>Impact</b>	<b>Impact Green</b>	<b>Impact</b>
Children receive a healthy and balanced meal	Children receive a healthy and balanced meal	Children receive a healthy and balanced meal
<b>Projected Cost (year)</b>		<b>Actual Cost (year)</b>
£2.40x185x14 <b>£6216</b>		£4848
<b>Staff Lead:</b> Assistant Office Manager		
<b>Lessons learnt from last year:</b> Encourage and support people to apply for free school meals.		



Breakdown of Pupil Premium Plus Provision – Interventions 2017/2018 (not currently Free School Meals)

<p><b>Child 1</b></p>	<p>1:1 tuition in English and maths (SEN Specialist Teacher)                  In class targeted support from teacher or TA (daily)                  Priority reader                  1:1 reading with librarian                  1:1 TA time for emotional wellbeing daily                  The Hub                  Change for Life cookery club (not happened this year)                  Family support                  Counselling                  Wellbeing in sport opportunity</p>
<p><b>Child 2</b></p>	<p>RWI intervention                  Priority reader                  Wellbeing in sport opportunity                  In class targeted support from teacher or TA (daily)                  'Game on' club                  'Glee' club</p>
<p><b>Child 3</b></p>	<p>Priority reader                  'Game on' club                  Change for Life                  Wellbeing in sport opportunity                  Dance Club                  'Glee club'</p>

**References**

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