

Pupil Premium expenditure and impact 2017-2018

Number of pupils eligible	16
Amount received per pupil (x15)	£1320
Amount received for services pupil (x1)	£300
Total PP received 17/18	£20100

What are we doing to close the gap?		Cost:	How are we measuring impact?	What should we see?	Review of impact July 2018
Targeted support and intervention	<ul style="list-style-type: none"> • Qualified teacher to deliver 1:1 and small group intervention in writing, reading, maths and spelling • TAs to provide additional support in class and tailored intervention programmes • To deliver specific "by invitation" lunchtime activities- i.e. Lego therapy Art nurture group • 1:1 emotional support for targeted children 	£16,280	<p>Improved progress and attainment</p> <p>Increased confidence evident in class</p>	<p>Improved results in reading, writing and maths.</p> <p>Increased contributions in class</p> <p>Less behavioural incidents/lower level behaviours</p> <p>Improved social skills and increased self esteem</p>	<p>Standardised test data shows that 94% of PP children made progress in Maths, with 33% progressing from below ARE to At ARE.</p> <p>GAPS test data shows that 89% of PP children made progress.</p> <p>Reading test data shows that 67% of PP children made progress with 5% progressing from below ARE to At ARE, and 5% progressing from At ARE to Greater Depth.</p> <p>All children have gained confidence to contribute in class.</p> <p>Targeted emotional support has been key in supporting children with</p>

					poor emotional well being. The timetabled and ad hoc meetings with key staff have enabled support and strategies to be put in place and resulted in greater engagement in learning.
Enriching the Curriculum	Excursions and visitors: Hoo Farm Dinosaur Day Seaside Day Bookshow at The Gatehouse Pantomime Roman Man visitor Wilderness Academy (overnight stay) Laches Wood (residential) Open Door St Mary's Church Cadbury World After school clubs: Wolves FC Street Dance Acting Bug	£1320	Impact evident in children's books Pupil voice Parent feedback	Improved content in topic books due to enrichment. Children participate in lessons with increased enthusiasm Positive feedback from staff and children	Feedback received was very positive and the visits enhanced the topic work in children's books.
Learning Resources	Providing 2 multi-sensory areas - for timetabled and adhoc use. 1 indoor and 1 outdoor Providing emotional Literacy resources to help	£1500	Reduction in behavioural incidents recorded	Improved concentration in class Children able to use strategies to regulate	Children have benefitted from timetabled and ad hoc use of the sensory area to calm down and to have much needed sensory breaks. The indoor sensory area has been very

	children to recognise and respond to thoughts and feeling			<p>feelings/behaviours independently</p> <p>Improved results Less behavioural incidents/lower level behaviours</p> <p>Improved relationships with peers and adults</p>	<p>successful and children have been able to identify when they need to access it which has reduced behavioural incidents in class.</p> <p>The timetabled sessions have allowed the children have a check in session with TA that has improved their concentration and focus in class.</p>
Staff training	<p>"A practical approach to addressing sensory and motor needs in the classroom"</p> <p>"A whole school approach to good mental health"</p> <p>"Emotional Coaching"</p>	£1000	<p>Reduction in behavioural incidents recorded</p> <p>Reduction in disruption to lessons (as children will have had the opportunity to share worries/concerns/issues with identified staff member)</p>	<p>Staff more confident to support children with low self-esteem and well-being issues.</p> <p>Children able to use strategies to regulate feelings/behaviours independently</p> <p>Improved results Less behavioural incidents/lower level behaviours</p>	<p>Significant reduction has been evident in recorded behavioural incidents.</p> <p>Children are signposted to key trained staff effectively and relevant support and strategies are put in place to support with any well-being issues.</p> <p>Children being able to access key staff as required has enabled lessons to be less disrupted and the children to be more focussed.</p>

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