



## Simms Cross Primary School Pupil Premium Strategy Statement 2017-18



1. Summary Information					
School	Simms Cross Primary School			Local Authority	<b>Halton</b>
Academic Year	2017 / 18	Total Pupil Premium Grant	£258 860	Date of most recent PP Review	<b>September 2017</b>
Number on roll	270	Number of eligible pupils	179 - <b>71%</b> <b>(32% NA)</b>	Date for next internal review of this strategy	<b>December 2017</b> <b>February 2017</b>

Simms Cross decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However they will be held accountable for how they have used the additional funding to support pupils from low income families. From September 2016, schools were required to publish a Pupil Premium Strategy. This will ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. They also need to include how the allocation was spent for the previous year and its impact on eligible and other pupils. Their key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups.

The school aim to consistently track all groups of pupils to ensure that they make good or better progress. Through targeted interventions they are working towards eliminating barriers to learning and progress. For new entrants that start with low attainment on entry, the aim is to ensure that they make rapid, accelerated progress in order to reach age related expectations as they move through the school. The ultimate goal is once at age related expectations they will continue to extend that learning further to ensure that they reach higher levels of attainment. The aim is to closely monitor how they are spending the allocated funds to ensure they are having an impact on pupil premium pupil's achievement.

### Contextual Information

Simms Cross pupils are mostly White British with very few pupils at an early stage of learning to speak English as an additional language; however this is changing; the current reception class has 20% of children with English as an additional language. The school needs to support these families to apply for the necessary funding. The proportion of pupils supported through school action is average. A well-above average proportion of pupils are supported at school action plus or have a statement of special educational needs. The school manages a specially resourced provision for pupils with special educational needs. The proportion of pupils eligible for support through pupil premium funding is over two times the national average. This additional funding is provided for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority. A higher than average proportion of pupils join and leave the school at other than the usual times.

<b>1. Current Attainment at KS2 (78% PPG pupils 110/140)</b>			<b>Gap</b>
	Pupils eligible for PPG (school achievement %) 110	Pupils not eligible for PPG (national outcomes)	
% attaining at least the expected standard in reading, writing and maths within their own year group	<b>26%</b>	<b>61%</b>	<b>35%</b>
% making expected progress in reading within their own year group	<b>47%</b>	<b>71%</b>	<b>24%</b>
% making expected progress in writing within their own year group	<b>31%</b>	<b>76%</b>	<b>45%</b>
% making expected progress in maths within their own year group	<b>37%</b>	<b>75%</b>	<b>38%</b>

<b>Current Attainment at KS1 (75% PPG pupils 56/75)</b>			<b>Gap</b>
	Pupils eligible for PPG (school achievement %)	Pupils not eligible for PPG (national outcomes)	
% attaining at least the expected standard in reading, writing and maths within their own year group	<b>46%</b>	<b>60%</b>	<b>14%</b>
% making expected progress in reading within their own year group	<b>66%</b>	<b>76%</b>	<b>10%</b>
% making expected progress in writing within their own year group	<b>52%</b>	<b>68%</b>	<b>16%</b>
% making expected progress in maths within their own year group	<b>52%</b>	<b>75%</b>	<b>23%</b>

<b>Current Attainment at EYFS (34% PPG pupils 13/ 38)</b>			<b>Gap</b>
	Pupils eligible for PPG (school achievement %)	Pupils not eligible for PPG (national outcomes)	
% attaining at least GLD	<b>62%</b>	<b>71%</b>	<b>9%</b>
% making expected progress in reading within their own year group	<b>69%</b>	<b>77%</b>	<b>8%</b>
% making expected progress in writing within their own year group	<b>69%</b>	<b>73%</b>	<b>4%</b>
% making expected progress in maths within their own year group	<b>39%</b>	<b>79%</b>	<b>40%</b>

### **Barriers to future achievement / attainment for pupils eligible for PPG In school barriers:**

When deciding how to spend the Pupil Premium Grant (PPG) it is important that the potential barriers to learning faced by Pupil Premium pupils, in the context of the school are looked at.

#### **A Summary of main barriers to educational achievement faced by PPG (DFE Report 2016-2017):**

- The home environment is not as conducive to learning and the acquisition of new vocabulary and concepts as non-PPG families due to parents working, large families, poor housing and living conditions.
- Mental health risk factors associated with poverty.
- Poor prior achievement at school.
- *Limited vocabulary and experiences.*
- *Mid-phase transitions*
- *Complex communities with a range aspirations e.g. GRT, 1st generation immigrants.*
- *Diminished life experiences when compared to non-PPG pupils.*
- *Complex prior experiences, which means pupils present with a range of needs.*

## 1. Barriers to future attainment (for pupils eligible for PPG, including high ability)

In-school barriers (issues to be addressed in school)	
A	High and lower ability pupils in writing (also eligible for PPG) are making less accelerated progress- <i>see data results above</i>
B	A significant proportion of children eligible for PPG also have identified SEND ( <b>29% PPG 62/215</b> ) ( <b>NON- PPG also identified with SEND 7% 16/215</b> ) ( <i>This figure only includes Years 1-6</i> )
C	Lack of experience that especially impacts on expressive language, reading and writing Child poverty is about children living in households suffering from a lack of material resources. Professor Peter Townsend defined this as lacking “ <i>the resources to obtain the types of diets, participate in the activities, and have the living conditions and amenities that are customary... in the societies to which they belong</i> ”. <b>Children’s Society Report 2013</b> A child from a low income family is less likely to attain the expected standard.
D	Social and Emotional problems are affecting the wellbeing and progress of many PPG pupils - <i>Children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years. Children with better emotional wellbeing make more progress in primary school and are more engaged in secondary school.</i> <b>1. Institute of Education, University of London. 2. The Childhood Wellbeing Research Centre 2012</b>
E	Weaknesses in learning behaviours e.g. lack of independence or resilience are also affecting many PPG pupils
External barriers (issues which require action outside of school e.g. attendance)	
F	<b>17%</b> PPG pupils with social care involvement: CAF <b>7</b> , Children In Need <b>11</b> , Special Guardianship <b>1</b> , In Care <b>1</b> , Child Protection <b>10</b> (excludes nursery)
G	A significant number PPG children are not fully supported at home with their learning
H	Poor attendance <b>PPG pupils - 93.7%</b> <b>Non-PPG 94.3%</b> - <b>National target -96%</b>
I	23% Mobility PPG pupils 36.2% Mobility all pupils

## 2. Outcomes

	Desired outcome	Success criteria (including how we will evidence impact)
A-Good progress	Improved outcomes for PPG children in writing, particularly across lower KS2.	Pupils eligible for PPG will make at least expected progress with some children to make accelerated progress so that gap between pupils eligible for PPG and other children is reduced. Tracking progress data from each half term and end of year attainment; highlighting the gap from PPG to NON-PPG.
B - Additional needs supported effectively	Children with additional needs (including those being monitored and involved in interventions) will be supported more effectively.	Children eligible for PPG, particularly those with additional SEN factors will be supported more effectively through ensuring the established SEND practice is also followed for PPG pupils. Tracking data from each half term and end of year attainment data.
C - Lack of experience that impacts on expressive	Children will be given opportunities to gain knowledge and understanding of the world around them and enable them to engage in all areas of the curriculum.	Number of PPG children attending residential and visits and accessing music, sport tuition will increase. This will be tracked using a rolling academic programme; the aim is that every child before they leave the school, as a minimum, visits: a beach, zoo/safari, forest, park, a

language, reading		museum, the theatre to watch a live performance, a pantomime and a science based activity and London. Ideally all visits will be in or around the local community. Every class will plan and report this to SLT at least termly.
D & E - Social and emotional difficulties are reduced	Identified difficulties of anxiety and inability to regulate emotions will be reduced for all children including those eligible for PPG	PPG children with identified social and emotional needs will be supported effectively to reduce barriers to learning. There will be reduced incidents of behavioural problems and children will use Growth Mind Set strategies to support their learning behaviours and increase learning outcomes.
G - Increased support from home	Children accessing PPG will be supported both in school and at home to ensure gaps are narrowed.	Children eligible for PPG will be supported both in school and at home. A Family Liaison Officer has been employed by the school to deliver a package of supportive interventions to encourage parents & families to work alongside school; attending and contributing to: Inclusion, team meetings; APMs, CINs; as well as writing CAFs and working with families to achieve agreed goals.
H- Poor attendance	Children accessing PPG their attendance is to come in line with non PPG both at school and nationally.	PPG children identified as low attendees will be supported effectively both in school and at home to encourage full attendance. Pupils to be tracked and data collated every half term. The school pays for extra hours from Halton LA –EWO to assist with this. The newly appointed Family Support Worker will support with this too.
I –High mobility	Children accessing PPG will remain at the school and the school’s mobility figures are to come in line with non PPG both at school and nationally.	PPG children identified with a history of high mobility will be supported effectively to reduce barriers to learning.  Office manager is currently working with SIMS team to track and report data of PPG children identified with high mobility.

### 3. Planned Expenditure

Academic Year: 2017- 2018

#### i. Quality of teaching for all (pedagogy)

Desired Outcome	Chosen action / strategy	Evidence base / rationale for the chosen approach	Activity to monitor and evaluate effective implementation	Staff lead	Review date
A-Improved outcomes for PPG children in writing, particularly across lower KS2.	<p><b>CPD-</b> whole staff CPD on writing. Giving a purpose to writing; link to a quality text, trip, visit and use the WOW room; lots of opportunities for pupils to perform their outcomes</p> <p>ICT Mr P –Read Write Perform whole school Training to be arranged. (£1000)</p> <p>Refine planning and teaching of early years/KS1 reading and phonics. Set the children into groups relevant to ability. Use Read, Write Inc as an intervention where possible. Letters and Sounds/Phonics Play (online resources) to support teaching staff. (£15000)</p>	<p>EEF toolkit suggests digital technology is associated with moderate learning gains; however used collaboratively in small groups and to give feedback, there is clear evidence that it is more beneficial for areas like writing.</p> <p>EEF toolkit evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.</p>	<p>Use staff meetings to deliver in- house CPD in Spring Term? A staff meeting in the IW teaching room sharing practice or planning for a specific year group...</p> <p>Research and organise an ICT Mr P training day.</p> <p>Additional phonic meetings for parents. Workshops –Halton deliver these for free – EYFS team to enquire.</p>	<p>English Lead</p> <p>All teaching staff</p> <p>SLT</p> <p>EYFS/KS1 teachers</p>	<p>Feb 18</p> <p>Feb 18</p> <p>Termly April 18, July 18</p>
	<p>Programme of learning reviews embedded including: book scrutiny, learning environment, pupil interviews. Non – negotiables need to be agreed beforehand.</p>	<p>Evidence to give feedback to teachers who in turn will feedback to children and raise standards.</p>	<p>Use staff meetings and progress meetings to feedback to staff; use teachers standards and school non negotiables to support feedback. Assembles and school council to feedback from pupil interviews.</p>	<p>SLT –include SENDCO English lead</p>	<p>Termly Feb 18/April 18/July 18</p>
	<p>Parents to be fully aware of the push on writing and on how to support at home; invite parents' in-open mornings/afternoons/assemblies for pupils to perform their writing outcomes. Teacher/Parent text/TWEET / Research SEESAW learning journal. It is totally free! Parents can have an account; only see their child's work. This is in line with the GDPR compliance.</p>	<p>EEF toolkit suggests parental involvement is consistently associated with success at school</p>	<p>Letter home, up on website, Year 6 children to present aims for parents, staff talk about it in parents evening</p> <p>Organise a parental engagement group.</p>	<p>Class Teachers</p> <p>Middle Leader?</p>	<p>Half termly</p> <p>Termly</p>
	<p>Continue to provide additional TA support in the classes with the most PPG children. This</p>	<p>Additional adult presence has historically proven to raise attainment/progress all abilities and groups.</p>	<p>Provision map monitoring termly Tracking Progress Data</p>	<p>SENDCO Class Teachers</p>	<p>Termly Feb 18/April 18/July 18</p>

	<p>must be recorded and signed off by the SLT/SENDCO (£156,689)</p> <p>PPG to be supplemented for trips/residential £5000</p>	Experiences will support children's knowledge and understanding of the world.	An academic calendar to be implemented of visits –SLT to monitor, Class teachers to provide evidence.	SLT	Termly Feb 18/April 18/July 18
<p><b>A. Additional needs supported effectively. Children with additional needs (including those being monitored and involved in interventions) will be supported effectively.</b></p>	<p>Pupil premium intervention sheets completed termly by teachers in collaboration with teaching assistants. Pupil premium sheets monitored by SENDco.</p> <p>Daily intervention sheets completed by person responsible for intervention.</p> <p>Support plans in place for children on SEN register and monitored termly.</p> <p>Meetings with parents recorded and Principal and SENDco informed.</p> <p>SLT to research implementing CPOMS Safeguarding and Child Protection software for schools – for a school this size £900 a year.</p>	<p>Multiple barriers faced by children therefore collaborative approach supports them fully. EEF suggests that the impact of collaborative approaches is positive</p> <p>SMART way to communicate about pupils and keep a log/track of all incidents whether in school, home and outside agency involvements.</p>	<p>SENDco to put dates in the diary so teachers are aware when reviews need to be completed. Pupil voice recorded on intervention sheets. Children made aware of targets and how they can achieve them.</p> <p>Time given termly to SENDco to monitor forms.</p> <p>Termly meetings with TA/Teachers to work collaboratively on reviewing effectiveness of interventions.</p> <p>Pupil progress meetings with Principal.</p> <p>SENDco involved with feedback from pupil interviews, learning walks and book scrutinies.</p> <p>SLT to research and confirm.</p>	<p>SENDCO/SLT</p> <p>SENDCO</p> <p>All staff and TAs</p> <p>Head/Teaching staff</p> <p>SLT</p>	<p>Feb 18/April 18/July 18</p> <p>Feb 18/April 18/July 18</p> <p>Feb 18/April 18/July 18</p> <p>Feb 18 /April 18/July 18</p> <p>Termly</p>
<p><b>D- Improving learning behaviours. Develop growth mind-sets in pupils eligible for PPG which will improve levels of resilience, self-esteem, determination and independence</b></p>	<p>Assemblies covered by class teachers focusing on Growth Mind Set/ key strengths. Use Shirley Clarke Growth Mind Set to support.</p> <p>Online Material from Shirley Clarke - £225</p> <p>Growth Mind Set Lessons – Every Child is a Learner -£30</p> <p>PSHE Lead to and organise a Learning Team ref- Shirley Clarke: Outstanding formative assessment.</p> <p>Refine planning and teaching of PHSE curriculum make time for Growth Mind Set lessons and tasks.</p>	<p>EEF Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. The evaluation found gains, on average, of an additional nine months' progress, suggesting that the high average impact of self-regulation strategies can be achieved in English schools. In 2015, evaluations of an intervention based on "Growth Mindset" research, Philosophy for Children, and a programme called Thinking, Doing, Talking Science found gains of between two and five additional months' progress. In three projects there were indications that the programmes were particularly beneficial for pupils from low income families.</p>	<p>Key themes in assembly to be discussed by SLT team and PSHE/R.E. lead. E.G. Marvellous Mistakes –seeing mistakes as a learning not something that is wrong</p> <p>PHSE co-coordinator to work collaboratively with SENDCO on PHSE curriculum and ensure staff are confidently embedding <b>GMS</b> into the curriculum.</p>	<p>SLT</p> <p>SENDCO PSHE lead</p>	<p>Termly</p> <p>Termly</p>

		<p>Research on the growth mind-set shows that pupils who believe they can grow their basic abilities have greater motivation, and higher achievement than do pupils who believe their abilities are fixed and that teachers can influence pupils' mind-sets. In a growth mind-set, people believe that their most basic abilities can be developed through dedication and hard work – brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.</p> <p>Children who are not engaged in troublesome behaviours at ages 10 and 13 make more progress in secondary school (i.e., Key Stage 2 to Key Stage 3; Key Stage 3 to Key Stage 4). <b>1. Institute of Education, University of London. 2. The Childhood Wellbeing Research Centre 2012</b></p>			
	SLAs for Music –used to promote self -confidence and increase stakeholder participation –children perform £7000				
				Total budgeted cost	<b>£185,844</b>

<b>ii. Targeted support (interventions)</b>					
Desired Outcome	Chosen action / strategy	Evidence base / rationale for the chosen approach	Activity to monitor and evaluate effective implementation	Staff lead	Review date
A. Good progress. Improved outcomes for PPG children in writing, particularly across lower KS2 (including those with SEND)	Work on key skills and basic writing techniques to really focus on gaps in previous learning. Teacher to feedback key targets to children and group accordingly for a TA to support –guided write in lesson or an intervention.	We want to provide extra support to improve accelerate progress. Small group or 1:1 boosters have been shown to have some positive effects as discussed in reliable evidence sources such the EEF Toolkit.	Weekly planning time given to teachers  TAs/Teachers to meet to discuss intervention support. Must be communicated with the SENDCO. Time provided termly to work collaboratively.	All staff	Weekly  Weekly
B. Additional needs supported effectively.	Additional use of teacher/TAs for interventions to support		Impact of interventions overseen and monitored by subject lead, class teachers		Termly

Children with additional needs (including those being monitored and involved in interventions) will be supported effectively.	children with spelling /reading difficulties. Accelerated write –support basic writing skills  IDL interventions –support children with dyslexia.  EAL –Training for all staff and 1:1 support. £11000		and SENDco		
<b>B.</b> Social and emotional difficulties are reduced. Identified difficulties of anxiety and inability to regulate emotions will be reduced for all including those eligible for PPG	Whole school Growth Mindset training  Support from SENDco given to class teachers.  Children identified put on nurture list and given appropriate support and intervention when needed. Boxall to be completed if necessary. £15,000  Interventions to include: Socially Speaking, friendship groups and using 5 point scale to reduce anxiety. Lego Therapy £2000. After school Football  To raise self-esteem Additional support to be given through 1:1 Mentoring by One Goal £5,400  Breakfast Club (32 places) £5000	EEF toolkit and further research (Elaine Hannen, educational psychologist) suggests that on average, Social and Emotional Learning (SEL) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). Interventions which target SEL seek to improve attainment by improving the social and emotional dimensions of learning.  EEF toolkit suggests that overall, the impact of arts and sports participation on academic learning appears to be positive with some impact.	Use staff meetings to discuss nurture and how to develop this within school. All classes to have identified list of children needing additional support in this area. Nurture areas established in every classroom and 5 point scale used effectively by all staff.  Additional agencies to be used effectively to support areas of nurture including health and improvement team. Boxall profile reviewed termly and wishes and feeling of children carried out if appropriate.  Interventions reviewed termly by teacher and SENDCO	SLT All staff   Staff/SENDco	Spring 18   Termly if appropriate
D & E. Improving learning behaviours. Develop growth mind-sets in pupils eligible for PPG which will improve levels of resilience, self-esteem, determination and independence	Specific intervention support for identified children using 1 page profile and Boxall  Interventions in place to support children including- Lego Therapy, OGM  Nurture groups for KS1&KS2	Previous interventions – particularly based around arts/sports and friendships have historically had a positive impact.	1 page profile and Boxall profile reviewed on a termly basis	Teachers and SENDCO  Intervention monitored termly by teachers and reviewed by SENDco	Termly  Termly
				<b>Total budgeted cost</b>	<b>£38400</b>

<b>iii. Other approaches</b>					
<b>Desired Outcome</b>	<b>Chosen action / strategy</b>	<b>Evidence base / rationale for the chosen approach</b>	<b>Activity to monitor and evaluate effective implementation</b>	<b>Staff lead</b>	<b>Review date</b>
G. Increased support from home. Children accessing PPG funding will be supported both in school and at home to ensure gaps do not occur.	<p>Family Support Worker along with parents/carers by all staff and SLT team including SENDco</p> <p>Whole school approach to developing communication with parents/carers through reading diaries/meet the teacher/additional meetings/workshops/twitter Family learning breakfasts SATS parent meetings</p> <p>Additional information shared with appropriate staff using CPOMS</p>	<p>EEF toolkit makes some suggestion focussed intervention can support children attainment.</p> <p>EEF toolkit suggests parental involvement is consistently associated with success at school</p>	<p>Staff to log any meetings with parents, arrange class assemblies, workshops, opportunities to invite parents in where the children perform or share what they are doing.</p> <p>SLT to research purchasing CPOMS</p>	<p>All staff SLT</p> <p>SLT</p>	<p>All year</p> <p>Reviewed at staff meetings when appropriate</p> <p>Reviewed on a daily.</p>
H. Children accessing PPG their attendance is to come in line with non PPG both at school and nationally	<p>Extra hours bought from EWO £8000</p> <p>To embed and improve systems for monitoring attendance and taking action.</p>	<p>EEF toolkit suggests parental involvement is consistently associated with success at school</p>	<p>KS2 leader to work with SLT/Office manager/EWO re: attendance and to liaise and raise profile of attendance across whole school</p>		
				<b>Total budgeted cost</b>	<b>£27,519</b>

4. Review of expenditure				
Academic Year	2016 / 17			
i. Quality of teaching for all				
Desired Outcome	Chosen action / strategy	Impact: were success criteria met?	Lessons learned (will this approach / strategy continue?)	Cost
Teaching is good and attainment improves	RWI/Fresh Start, Accelerated Reader	Children made accelerated progress through the programme but Y1 phonic results low due to mobility	1 <sup>st</sup> year now embedded and staff have developed expertise including subject leads, continue into second year. Change RWI to dedicated 30 minute sessions.	£15,000
Teaching of Maths is good, attainment improves	Shanghai principles, AfL, models and images to support understanding	Maths progress across is positive with a majority of pupils making 6 points progress during the year. Good attainment and progress in Year 2	LA are not making expected progress and gaps are therefore widening, more targeted support is necessary to address gaps in learning. Further focus on use of models and images. Greater opportunities for reasoning and development of mathematical language are required in lessons.	£7,000
Diminish the difference project supports school in raising standards for vulnerable pupils.	Local Authority Project	Impact identified in Maths through greater opportunities for reasoning and problem solving. Maths progress is pleasing.	More opportunities for reasoning required in lessons with focus moved away from fluency lessons. Further work on metacognition is required across other curriculum areas.	£1000
Engagement in Arts	SLAs for music,	Pupils have enjoyed lessons and performances within lessons and to school stakeholders. There is greater interest and self-confidence	Continue with projects into next academic year.	£7000
Engagement in Arts	HLTA to deliver Art and DT lessons	Positive impact on pupil understanding and engagement in theme areas.	Continue with role	£25,000
Children can work co-operatively	Lego Therapy	This included children with ASD as well as PP pupils. A positive impact has been seen but only a small number of pupils	Long term absence of SENDCO has meant impact not fully measured. Programme will continue into 2017/2018	£2000
Children develop resilience	Nurture Provision	All children have had a Boxhall Profile completed providing baseline data. This has identified cohort traits that can be addressed through whole class activities. Individual and group profiles also identified and interventions/support agreed. Time restraints has meant direct work for a majority has not begun	This project will run this year also and this will enable the impact changes to classroom practice and more focused intervention to be assessed. Staffing restraints eg. SENDCO absence and 1:1 pupil support have impacted on development.	£15,000

Adult support to support targeted pupils	Use of TAs in each class	TAs have a very positive impact on pupil progress as well as pupil well-being. Progress within most year groups on average was better than expected for Reading, Writing and Maths.	TAs have a very positive impact on pupil learning and attitudes.	£100,000
Targeted pupils are able to start the day with a healthy breakfast and time to settle to the school day.	Breakfast Club (32 places)	Impact has been very positive. Breakfast Club is currently full with more families requesting places. Pupils are able to learn and make expected or better progress.	Role of diet and support in school ensures targeted pupils make a good start to every day. Extend food to pupils arriving for school but are not part of breakfast club.	£5,000

ii. Targeted support				
Desired Outcome	Chosen action / strategy	Impact: were success criteria met?	Lessons learned (will this approach / strategy continue?)	Cost
Accelerated progress for pupils in R/W/M	1:1/Small group work eg. Fresh Start	Fresh Start group work had a positive impact on Y5 pupils (see data) plus impact of whole class usage at start of the year. Targeted small group work was variable across cohorts. Y6 targeted support had good impact. RWI 1:1 generally positive (see data)	Absence of SENCO meant monitoring less rigorous in some cases. Regular review of progress by all pupils not effective in identifying next steps Group objectives possibly need to be more closely linked to year group objectives Closer and more rigorous monitoring of progress needed	£15,000
Families/pupils supported emotionally	Early Intervention/ CAMHS	Families are well supported and positive relationships established ensuring the welfare of the children is carefully monitored. Pupils are more able to engage in the learning environment.	Development of this role for CW has been positive and she is able to offer support and advice to families across school at an early level before more significant needs arise. This role will continue and include 2 TAs to support nurture provision.	£15,000

## 5. Additional supporting information

PPG pupils and spending have been much tighter controlled and planned for in 2017/18.