



Pupil Premium - where the money was spent 2016 - 2017

SEMH Strategies: £36,300

- Whole school emphasis on the power of positive praise and development of a culture of respect
- Dedicated member of staff to provide ELSA provision (full-time from Summer Term)
- Additional Forest School for small group of children every Friday
- Breakfast club provision
- 1-to-1 counselling by qualified counsellor
- After school nurture groups

Sutton trust evidence:

1-to-1 tuition: +8 months, small group tuition: + 4 months, social and emotional learning: + 4 months, outdoor educational learning: +4 months

Other evidence based research: Maselow, Carol Dweck, Dan Siegel

Curriculum and Learning Strategies: £23,200

- Dedicated member of staff to track progress and attainment and to co-ordinate and provide targeted support and help for children to overcome individual barriers to learning.
- Dedicated PP TA to deliver specific curriculum based, 1-to-1 and/or small group, interventions for English and Maths to plug specific gaps in learning.

Sutton trust evidence:

Feedback: +8months, Metacognition and self-regulation: +8months, Peer tutoring: + 5 months, Collaborative learning: +5 months, 1-to-1 tuition: +5months, reading comprehension strategies: +5 months, small group tuition: +4 months.

Other evidence based research: Vygotsky, John Hattie

Speech and Language Strategies: £6,900

- 1-to-1 or small group interventions using Speech Link programme for both infants and juniors
- 1-to-1 or small group interventions to support EAL children using Racing to English programme amongst others

Sutton trust evidence:

1-to-1 tuition: +5 months, oral language interventions: + 5months, small group tuition: + 4 months,

Enrichment and Extension strategies: £9,500

- Subsidise costs to parents of all residential visits, swimming lessons and internal and external visits offered as part of the schools enrichment programme
- Provide access to (and possible funding of) extension activities offered by external agencies. e.g Kilve Court, Queen's College, Wellington School etc..

Sutton trust evidence:

Collaborative learning: +5 months Outdoor educational learning: +4 months, sports participation: +2 months



Review of spending against success criteria 2016 - 2017

Curriculum and Learning Curriculum and Learning

In looking at Progress of children across the year we consult the following sources of information:

- internal data - Target Tracker, Rising Stars optional tests pre and post assessments for specific interventions
- external data - FFT Aspire, End of KS2/1 SATs results and Year 1 phonic test results

Children in EYFS received tailored specific support in order to make maximum progress. This year in the foundation stage 71% of children reached their ELG target. Extra TA support in maths and writing enabled 50% of PP children to hit their Early Learning Goal and 90% of PP got there reading Early Goal. They will require support throughout Key Stage 1 to ensure that they continue to make expected progress, particularly in the areas of maths and writing.

In Year 1, 86% of the year passed their phonic screen including 80% of PP children. In reading, writing and maths all PP children are at age related expectations, with some still needing specific targeted support to consolidate and accelerate learning for 2017 – 2018.

Across Key Stage 2,

SATs results	% differential in end of Key Stage Targets (to be verified Dec 2017)			
	KS1 2016	KS1 2017	KS2 2016	KS2 2017
Reading	-2%	-10%	-15%	-12%
Writing	-25%	+5%	-11%	+16%
SPAG	n/a	n/a	n/a	0
Maths	-15%	+43%	-15%	-2%
combined	n/a	-7	n/a	-16%

The general trend across the school for PP mirrors that for Non-PP for children at ARE; reading: 40 % vs. 40%, writing 42% vs 47% and maths 40% vs 39% respectively. However where further work needs to be done is in ensuring a higher % of PP children achieve a working above expectation assessment particularly in reading and writing. Provision for those children who are achieving below ARE also needs to be reviewed to ensure that we are correctly identifying where their individual needs lie and that support is targeted specifically to address these. The development of a whole school inclusion team in mid 2016 – 2017, is beginning to ensure that provision for all vulnerable groups within school is coherent and consistent. New systems for monitoring, identifying and tracking individual children will continue to be developed throughout 2017 - 2018 with an emphasis on ensuring that staff can quickly and easily identify when and why children are not making progress and the relevant action can be taken. This could take the form of a targeted in class intervention for either an academic or social emotional need, a specific 1-to-1 or small group intervention provided by a member of the inclusion team or further assessment by the Inclusion Lead, SENCO or an external agency.

Social, Emotional and Mental Health

Introduction of full-time ELSA TA from the summer term, indicated that all children made significant or accelerated progress with their personal SEMH targets and most are fully integrated back into class with barriers to learning removed. Some children still require further ELSA / 1-to-1 counselling in order for them to begin to make accelerated progress with their individual learning. To ensure that they continue to settle well into the class and school environment, in 2017 – 2018 we will need to develop a whole school practise of positive praise and encouragement with the development of a new behaviour policy based on the zones of regulation programme. In one particular year group, the introduction of ELSA for specific children, as well as a greater focus on CLS within class, enabled pupils who had made no progress over a half term to begin to make expected progress and in some cases accelerated progress.

Forest school was of great benefit to all children, but has particularly helped children who have SEMH and EBD issues. Most of the children supported in this way are now back in mainstream classes and are beginning to make progress in line with the rest of the cohort. Some children still require additional time and support to fully enable them to make accelerated progress. In order to achieve this, and to ensure all children continue to have access to Forest School, provision will be moved to the school site for 2017 – 2018.

Breakfast club played a key role in allowing some children to have a smooth introduction to the school day giving them a better chance of settling quickly into the class at the beginning of the day and feeling that they could achieve during lesson time.

Speech and Language

All children who received targeted Speech and language support using the Language Link programme made good or excellent progress. Children are better able to communicate their needs and make themselves understood within the classroom environment but will need careful monitoring to ensure they continue to make progress.

Enrichment and Extension

All children continued to enjoy a broad and balanced curriculum with some children attending art enrichment courses at Kilve whilst others thrived on the PE leadership course run by SASP. All Year 6 children were able to attend the year 6 residential, a crucial part of their end of primary celebrations and a secure platform from which to aid their transition to secondary school. Music lessons enabled children to thrive and demonstrate skills and expertise in other areas of the curriculum which helped to promote their own self-esteem.