# Pupil Premium Strategy Statement & Report – 2019/20

## 1. Summary information

| School | Birch Hill Primary School | | | | |
|---|---|---|---|---|---|
| **Academic Year** | 2019/20 | **Total PPG budget (April 2019/20)** | £95,980 (April – Budget Plan) | **Date of most recent PPG Review** | October 2019 |
| **Total number of children** | 397 | **Number of children eligible for PPG** | 69 | **Date for next internal review of this strategy** | Jan 2020 |

## 2. Current attainment

**EYFS**

| | % Reaching GLD | | | |
|---|---|---|---|---|
| | 2016 | 2017 | 2018 | 2019 |
| School | 72 | 75 | 78 | 70 |
| National | 69 | 71 | 72 | 72 |
| Difference | +3 | +4 | +6 | -2 |

**Phonics**

| | % Reaching Expected Standard | | | |
|---|---|---|---|---|
| | 2016 | 2017 | 2018 | 2019 |
| School | 74 | 83 | 84 | 81 |
| National | 81 | 81 | 83 | 82 |
| Difference | -7 | +2 | +1 | -1 |

**Key Stage 1** -% Reaching Expected Standard

| | Reading | | | | Writing | | | | Maths | | | | RWM | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2016 | 2017 | 2018 | 2019 | 2016 | 2017 | 2018 | 2019 | 2016 | 2017 | 2018 | 2019 | 2016 | 2017 | 2018 | 2019 |
| School | 78 | 74 | 73 | 76 | 67 | 69 | 70 | 71 | 85 | 72 | 73 | 75 | 65 | 61 | 64 | 66 |
| National | 74 | 76 | 76 | 75 | 66 | 68 | 70 | 70 | 73 | 75 | 76 | 76 | 60 | 64 | 65 | 65 |
| Difference | +4 | -2 | -3 | +1 | +3 | +1 | - | +1 | +12 | -3 | -3 | -1 | +5 | -3 | -1 | +1 |

% Reaching Greater Depth

| | Reading | | | | Writing | | | | Maths | | | | RWM | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2016 | 2017 | 2018 | 2019 | 2016 | 2017 | 2018 | 2019 | 2016 | 2017 | 2018 | 2019 | 2016 | 2017 | 2018 | 2019 |
| School | 20 | 19 | 19 | 22 | 3 | 6 | 14 | 15 | 15 | 5 | 22 | 27 | 3 | 4 | 12 | 11 |
| National | 24 | 25 | 26 | 25 | 13 | 16 | 16 | 15 | 18 | 21 | 22 | 22 | 9 | 11 | 12 | 11 |
| Difference | -4 | -6 | -7 | -3 | -10 | -10 | -2 | = | -3 | -6 | = | +5 | -6 | -7 | = | = |

**Key Stage 2**

% Reaching Expected Standard

| | Reading | | | | Writing | | | | Maths | | | | GPS | | | | RWM | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2016 | 2017 | 2018 | 2019 | 2016 | 2017 | 2018 | 2019 | 2016 | 2017 | 2018 | 2019 | 2016 | 2017 | 2018 | 2019 | 2016 | 2017 | 2018 | 2019 |
| School | 71 | 68 | 78 | 72 | 86 | 78 | 76 | 78 | 86 | 78 | 70 | 72 | 86 | 75 | 79 | 74 | 61 | 61 | 66 | 60 |
| National | 66 | 71 | 75 | 73 | 74 | 76 | 78 | 78 | 70 | 75 | 76 | 78 | 72 | 77 | 78 | 78 | 53 | 61 | 64 | 65 |
| Difference | +5 | -3 | +3 | -1 | +12 | +2 | -2 | = | +16 | +3 | -6 | -6 | +14 | -2 | +1 | -5 | +8 | = | +2 | -5 |

% Reaching Greater Depth

| | Reading | | | | Writing | | | | Maths | | | | GPS | | | | RWM | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2016 | 2017 | 2018 | 2019 | 2016 | 2017 | 2018 | 2019 | 2016 | 2017 | 2018 | 2019 | 2016 | 2017 | 2018 | 2019 | 2016 | 2017 | 2018 | 2019 |
| School | 35 | 27 | 26 | 22 | 18 | 12 | 14 | 21 | 16 | 19 | 14 | 28 | 38 | 36 | 22 | 34 | 6 | 9 | 3 | 12 |
| National | 19 | 25 | 28 | 27 | 15 | 18 | 20 | 20 | 17 | 23 | 23 | 26 | 22 | 31 | 34 | 36 | 5 | 9 | 10 | 11 |
| Difference | +16 | +2 | -2 | -5 | +3 | -6 | -6 | +1 | -1 | -3 | -9 | +2 | +16 | +5 | -12 | -2 | +1 | - | -7 | +1 |

**Key Stage 1-2 Progress**

| Reading | | | | Writing | | | | Maths | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2016 | 2017 | 2018 | 2019 | 2016 | 2017 | 2018 | 2019 | 2016 | 2017 | 2018 | 2019 |
| +0.8 | -2.1 | +0.4 | -0.46 | +0.2 | -1.4 | -0.4 | 0.04 | +0.1 | -2.1 | -1.4 | -1.18 |

**Outcomes for Disadvantaged Children**

| | 2016 | | 2017 | | 2018 | | 2019 | |
|---|---|---|---|---|---|---|---|---|
| | Disadvantaged | Non-Disadvantaged | Disadvantaged | Non-Disadvantaged | Disadvantaged | Non-Disadvantaged | Disadvantaged | Non-Disadvantaged |
| **EYFS - % achieving GLD** | 75 | 72 | 43 | 79 | 50 | 80 | 20 (5 chld) | 70 |
| **Phonics - % reaching the expected standard** | 64 | 76 | 82 | 83 | 71 | 85 | 50 (2 chld) | - |

| Key Stage 1 | Reading | | | | | Writing | | | | | Maths | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Disadvantaged School | | | | Non-disadvantaged National 2019 | Disadvantaged School | | | | Non-disadvantaged National 2019 | Disadvantaged School | | | | Non-disadvantaged National 2019 |
| | 2016 (10) | 2017 (10) | 2018 (11) | **2019 (10)** | | 2016 (10) | 2017 (10) | 2018 (11) | **2019 (10)** | | 2016 (10) | 2017 (10) | 2018 (11) | **2019 (10)** | |
| % achieving the expected standard | 90 | 60 | 55 | 60 | 75 | 60 | 70 | 73 | 50 | 70 | 71 | 64 | 64 | 40 | 76 |

| Key Stage 2 | Reading | | | | | Writing | | | | | Maths | | | | | GPS | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Disadvantaged School | | | | Non-disadvantaged National 2019 | Disadvantaged School | | | | Non-disadvantaged National 2019 | Disadvantaged School | | | | Non-disadvantaged National 2019 | Disadvantaged School | | | | Non-disadvantaged National 2019 |
| | 2016 (17) | 2017 (11) | 2018 (11) | **2019 (14)** | | 2016 (17) | 2017 (11) | 2018 (11) | **2019 (14)** | | 2016 (17) | 2017 (11) | 2018 (11) | **2019 (14)** | | 2016 (17) | 2017 (11) | 2018 (11) | **2019 (14)** | |
| % achieving the expected standard | 59 | 36 | 64 | 62 | 73 | 82 | 64 | 64 | 48 | 78 | 71 | 64 | 64 | 62 | 78 | 76 | 64 | 82 | - | 78 |

**Key Stage 1-2 Progress**

| | Reading | | | | Writing | | | | Maths | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2016 | 2017 | 2018 | 2019 | 2016 | 2017 | 2018 | 2019 | 2016 | 2017 | 2018 | 2019 |
| Disadvantaged | -0.8 | -5.5 | -1.8 | -2.47 | -0.4 | -0.4 | -2.2 | -3.10 | -0.7 | -5.2 | -1.0 | -1.94 |
| Non-Disadvantaged | +1.7 | -1.3 | +0.8 | -0.46 | +0.5 | -1.6 | 0 | 0.04 | +0.5 | -1.3 | -1.5 | -1.18 |

| Year Group (Sept 2019) | All Children | PPG | PPG /SEND | Other |
|---|---|---|---|---|
| Reception | - | - | - | - |
| Y1 | 53 | 2 | 1 | |
| Y2 | 60 | 4 | 2 | |
| Y3 | 54 | 7 | 2 | |

| | | | | |
|---|---|---|---|---|
| Y4 | 59 | 12 | 2 (1 EHCP) | 1 LAC – 1 Post LAC |
| Y5 | 56 | 11 | 3 | 1 LAC |
| Y6 | 58 | 10 | 2 | |

| 3. Barriers to future attainment (for children eligible for PPG, including high ability) | |
|---|---|
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | |
| **A.** | Social, Emotional, Mental Health (SEMH) difficulties for a small number of children across the school (mostly eligible for PPG) are having a detrimental impact on their academic attainment and progress. |
| **B.** | Oral language skills, Speaking & Listening, Vocabulary and Reading speed skills across the whole school is lower for children eligible for PPG than for other children. This impacts on their basic skills. |
| **C.** | Basis skills (spelling, SpaG, reading, timetables) are lower for children eligible for PPG than other children. This has an impact to form basis sentence structure and written work. |
| **D.** | Enrichment and broader experiences of children entitled to PPG is more limited when compared to other groups. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **E.** | Attendance rates for children eligible for PPG are 96% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average. |
| 4. Desired outcomes | |

| | *Desired outcomes and how they will be measured* | *Success criteria* |
|---|---|---|
| **A.** | Support children with the Social, Emotional, Mental Health (SEMH) difficulties for across the school (mostly eligible for PPG) which is having a detrimental impact on their academic attainment and progress. | Fewer Serious Behaviour incidents recorded for these children on the school system. Fewer exclusions. Increased progress to help close the academic gap Alternative Provision (KS1/ Nurture for PM established. KS2 /Summer House set up). Alsdo set up relationship with external providers – BM Active and JAC |
| **B.** | Develop children's Oracy and language, Speaking & Listening, Vocabulary and Reading speed skills across the whole school is lower for children eligible for PPG than for other children. This impacts on their basic skills. | Children eligible for PPG in Early Years classes make rapid progress by the end of the year so that all children eligible for PPG meet age related expectations. 2nd year of Voice21 project completed – DOM completed his training |
| **C.** | Develop and embed basis skills (spelling, SpaG, reading, timetables) for children eligible for PPG than other children with SpLD. This has an impact to form basis sentence structure and written work. | Close the gap between children eligible for PPG and 'others' in their attainment gap – with a particular focus on GPS, Reading Speed and Reading Age (and where used NFER Standardised Score) EYFS/KS1 Reading provision reviewed and Action Plan set up |
| **D.** | Further enrichment and broader experiences of children entitled to PPG | Where needed, offer subside to school trips Where possible, offer children access to breakfast & afternoon club(s) |
| **E.** | Ensure attendance rates for children eligible for PPG is higher | Reduce the number of persistent absentees (PA) among children eligible for PPG to 10% or below. Overall PPG attendance improves to 96% in line with 'other' children. |

| **5. Planned expenditure** | | | | | |
|---|---|---|---|---|---|
| **Academic year** | **2019/20** | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| **i. Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Social, Emotional, Mental Health (SEMH) difficulties for a small number of children across the school (mostly eligible for PPG) are having a detrimental impact on their academic attainment and progress. | Ensure consistency of school behaviour policy and Alternative Provision | EEF - *Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.*<br><br>*Nurture Network based on Boxal*<br>https://www.nurtureuk.org/ | Staff Meeting and training provided to support teacher use of the school behaviour policy (INSET, Monday staff meeting, and regular Key Stage Meetings, Behaviour INSET Jan 2020)<br><br>3 Nurture Practitioners non-classed based<br><br>New SENCo complete training over 2019/20 | SLT/ LHW – lead 98%<br><br>RC (SENCo) – lead 2% | Termly throughout the year |
| Improved oral language skills in EYFS/Reception and into KS1 | Staff training on high quality feedback<br><br>Staff training on developing oracy for the high attaining children in EYFS and reception Y1 from EYFS/Reception SLE. (Voice21)<br><br>Deliver Voice21(CPD)<br><br>Accurate assessments for Speaking & Listening to identify gaps | We want to invest some of the PPG in longer term change which will help all children. Many different evidence sources, e.g. EEF Toolkit suggest high quality 'more immediate' feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.<br><br>*Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects and some studies show that feedback can have negative effects and make things worse. It is therefore important to understand the potential benefits and the possible limitations of feedback as a teaching and learning approach. In general, research-based approaches that explicitly aim to* | • Course selected using evidence of effectiveness.<br>• Use INSET days to deliver training.<br>• Peer observation of attendees' classes after the course, to embed learning (no assessment).<br>• Lessons from training embedded in school feedback policy.<br>• Visits to schools (Cluster, LA and broader – Slough)<br>• Participate in the LA wide Voice 21 project<br>• DoB complete Voice 21 leadership course 2019/20<br>• Attend Voice21 Great Oracy Project (May 2020) | Deputy Head/ EYFS Leader/<br><br>Voice 21 - DoB | Sept 2019 onwards |

| | | *provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact. Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.*<br><br>*Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.*<br><br>Voice21 project is well evidence and researched with Neil Mercer | | | |
|---|---|---|---|---|---|
| Improve outcomes (Attainment & Progress) in SpaG and Reading Age (RA) for children eligible PPG across the school | Staff training on QfT, including differentiation and a focus on 'basic' (reading comprehension, reading speed, SpaG, number work) | Training for interventions has informed approach in school<br><br>White Rose Hub & Barbara Carr (Maths)<br><br>Ensure all teachers are using Talk for Writing stragies – especially new teachers/NQTs (Pie Corbet)<br><br>Continue to provide Phonics Bug material<br><br>No Nonsense Spellings / following on from Phonics Bug<br><br>Review Reading Provision and Strategies in EYFS/KS1 | • Course selected using evidence of effectiveness.<br>• Use INSET days, staff meetings and KS Meeting to deliver training.<br>• School policies to be updated<br>• Parents meeting to emphasis importance of learning 'basic' and how to teach in a multi-sensory style | SLT – KC<br><br>EYFS Leader - SC | On-going |
| **Total budgeted cost** | | | | | Courses fees - £3400<br><br>Course Supply & Overtime £3568<br><br>TAs £40,882 |
| **ii. Targeted support** | | | | | |

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---|---|---|---|---|---|
| Social, Emotional, Mental Health (SEMH) difficulties for a small number of children across the school (mostly eligible for PPG) are having a detrimental impact on their academic attainment and progress. | Identify a targeted behaviour intervention for identified children.<br><br>Other strategies include; ELSA, Play Therapy and Nurture Room. | EEF - *Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.*<br><br>All SEMH strategies are well recognised and supported by external colleagues / service<br><br>Behaviour Support Team (BST) to help write and review Behaviour Support Plan<br><br>ELSAs are supervised by SEND Coordinator and EP service<br><br>Play Therapy<br><br>Nurture is a proved provision supported by the Nurture Network | Provide ELSA support<br><br>Nurture Room established and focused on Y1/Y2 children – approx. 8 spaces<br><br>Set up KS2 nurture/ Alternative Provision (Summer House) | SLT /AS | On-going throughout the year |
| Improved oral language skills in reception | 121 and small group provision for children in Reception.<br><br>Explore Speech & Language interventions/ strategies – 'Top Tips' & Talk for Writing | Some of the children need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.<br><br>EEFToolkit – Oral Language Intervention +5 | Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local school which has used the programme to identify any potential barriers to good implementation. | Reception class teachers<br><br>Nursery staff<br><br>Inclusion Leader | Jan 2020 |

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---|---|---|---|---|---|
| Improve outcomes (Attainment & Progress) in SpaG and Reading Age (RA) for children eligible for PPG across the school | Weekly small group sessions in Rd, SpaG, & Maths for low-attaining children with experienced TA/ teacher, in addition to standard lessons.<br><br>Provide additional resources – No Nonsense Spelling & Grammar plus training for TAs in 'multi-sensory approach to teaching spellings<br><br>PiXl Club<br><br>External SpLD support (SLA) | Small group interventions with highly skilled staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.<br><br>Training for interventions has informed approach in school<br><br>Closely monitor each intervention to ensure it is having an impact<br><br>PiXl therapies<br><br>External specialised support provided (via an SLA) to support children | Extra teaching time and preparation time paid for out of PPG budget, not sought on a voluntary basis.<br><br>Impact overseen by SLT / SENCo<br><br>Teaching assistant (TA) CPD for TAs supporting the sessions.<br><br>Engage with parents and children before intervention begins to address any concerns or questions about the additional sessions.<br><br>Therapies identified in PPMs<br><br>SENco lead on identifying children and arrange sessions | SLT | On-going |
| | SLT time & Inclusion Manager / SENCo | • Leadership / monitoring from Inclusion Leader/SENCo | | | |
| | | | **Total budgeted cost** | | SLT meetings, Monitoring & Evaluation £18221 & SENCo £12564 PiXl SLA – TASS |

**iii. Other approaches**

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---|---|---|---|---|---|
| Social, Emotional, Mental Health (SEMH) difficulties for a small number of children across the school (mostly eligible for PPG) are having a detrimental impact on their | Explore the use of Family CAF – via SEND Coordinator and FSA – to identify any other 'unknown needs' | EEF - *Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in* | SEND Coordinator regular meetings with EP, BST and with FSA/ LA for MASH referrals<br><br>Use NFER PASS surveys to gather children's view on self and school | EYFS – SC<br><br>DHT/LHW | Autumn 1 – 2019 |

| academic attainment and progress. | | *which students work with (and alongside) their peers, teachers, family or community.*<br><br>*Behaviour Interventions +4 on EEF Toolkit.*<br><br>*Social & Emotional Learning +4*<br><br>All SEMH strategies are well recognised and supported by external colleagues / service | | | |
|---|---|---|---|---|---|
| Improve outcomes (Attainment & Progress) in SpaG and Reading Age (RA) for children eligible for PPG across the school | Home Learning Club | Small group interventions with highly skilled staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. | Impact overseen by SLT / SENCo<br><br>Teaching assistant (TA) CPD for TAs supporting the sessions. | SLT | On-going |
| Increased attendance rates | Full Time Family Support Advisor (FSA) employed to monitor children and follow up quickly on absences.<br><br>FSA part of the Safeguarding Team and Manages CAFs, and attends CiN and some CP conferences.<br><br>First day response provision.<br><br>FSA manage family learning programme<br><br>Funding for Breakfast Club/After School & Holiday Camps<br><br>Use adults to engage with parents before intervention begins.<br><br>Develop restorative approaches and focus on positive behaviours. | We can't improve attainment for children if they are not attending school.<br><br>NfER briefing for school leaders identifies addressing attendance as a key step. | Thorough briefing of support worker about existing absence issues.<br><br>PPG lead, support staff, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.<br><br>Family Leading sessions | Headteacher / FSA | Jan 2020 |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| Hardship Fund (Uniform schools/residential) And additional resources and Equipment (including milk) | | | SLT / MD/DP and JL will meet regularly to analyse 'hardship applications' and work to ensure PPG children are included as much as possible | SLT JL | On-going throughout the year |
| | | | | **Total budgeted cost** | FSA - £10885<br><br>Employ Play Therapist - £6000<br><br>Funding for Breakfast & Afterschool - £6500<br><br>Hardship Fund - £3800<br><br>Additional Resources & Equipment - £3000 |

| Review of expenditure | | | | | |
|---|---|---|---|---|---|
| **Previous Academic Year (Financial 2018/19)** | | **£105,531** | | | |
| **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on children not eligible for PPG, if appropriate. | **Lessons learned** (and whether you will continue with this approach) | **Budget** | **Actual Cost** |
| Improve attainment and progress | Improve outcomes (Attainment & Progress) in SpaG and Reading Age (RA) for children eligible for PPG across the school | **Medium.** We closely monitored the impact on attainment for all children eligible for PPG and also those with PPG/SEND.<br><br>School based training / meetings has informed approach in school.<br><br>Purpose of PiXl resources have helped provide 'therapies' / interventions for targeted children. | **Partially Met.** Not all children met their target.<br><br>Will continue to focus on the group and start PiXl strategies earlier – assessments and therapies.<br><br>Continue to work on QfT | £40106 TAs | £40106 TAs |
| | Improved oral language skills in EYFS/Reception and into KS1 | **Medium.** Closely monitor the impact on attainment for all children, not just PPG eligible.<br><br>Training for interventions is beginning – but need more focus. | **Partially Met.** All staff (teachers and TAs) were positive about the support/ training and believe it has affected children's outcomes.<br><br>Signed up for Voice21 training for next year. | | |
| | Training (Courses and Supply cover) | **High.** Course fees<br>Supply cover and overtime | **Met.** Gave teachers/adults confidence to implement strategies and opportunities to develop new skills | £879<br>£4807 | £879<br>£4807 |
| | SLT time & Inclusion Manager / SENCo | **High.** Leadership / monitoring from Inclusion Leader/SENCo | **Met.** Successful and enabled senior leaders to monitor progress and provide more support | £17808 & £12564 AS | £17808 & £12564 AS |
| **i. Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on children not eligible for PPG, if appropriate. | **Lessons learned** (and whether you will continue with this approach) | **Budget** | **Actual Cost** |

| Work with identified parents/families to manage attendance /Social Care referral and parenting support | Employ F/T Family Support Advisor (FSA) | **High.** FSA to build strong relationships with families, work with named children 1:1 and coordinates Family Learning sessions. | **Met.** Enabled school to work closely with Social care and support the most vulnerable children.<br><br>This also enabled us to support a wider range of families (CAF/FiT), liaise with EWS and also run Family Learning sessions. | £10885 | £10885 |
|---|---|---|---|---|---|

| **ii. Other approaches** | | | | | **iii.** |
|---|---|---|---|---|---|
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on children not eligible for PPG, if appropriate. | **Lessons learned** (and whether you will continue with this approach) | **Cost** | |
| Emotional, Behavioural difficulties | 1:1 TA/LSA support | **Medium.** Staff confident and positive about training (ELSA) and supervision.<br><br>Support children's emotional needs, help them to begin to self-regulate and enable them to be in class learning. | **Met.** Staff positive about training and support.. Although there was limited supervision from EP Service. Staff completed ELSA training and found this very positive.<br><br>Children and families engaged very well and all children's reported the ELSA worked well.<br><br>Run and set Nurture Provision. | Above in staffing costs | |
| | Play Therapist | **High.** All children positive about impact of adult support Success criteria. | **Met.** Will continue with Play Therapist next year and extend to fund ELSA training and explore setting up a Nurture space.<br><br>Consider funding different 'types' of therapy – art/drama therapy. | £2525 | £6125 |
| | Funding for enrichment activities and trips /uniform | **High.** Children positive about impact and feel included.<br><br>Rising aspiration of PPG group by ensuring they engage in a wide range of school enrichment trips Children coming into school much easier and making transition better | **Met.** Fund worked well and engaged school to support vulnerable families. Clarify procedures for parenting 'applying' for funding.<br><br>Explore the option of including Y6 children go on residential | £1736 | £1309 |
| | Funding for Breakfast Club/After School & Holiday Camps | **High.** Children positive about provision and impact of adult support | **Met.** Continue to offer provision within allocated budget. | £5488 | £6627 |
| | Professional Service & Support | **Medium.** Staff positive about impact of additional services. Success criteria: met. | **Met.** FSA, EWO, TASS | £4421 | £4421 |

## 6. Additional detail