

Pupil premium strategy: Ilderton Primary School

1. Summary information					
School	Ilderton Primary School				
Academic Year	2019/20	Total PP budget	£217,800	Date of most recent PP Review	September 2019
Total number of pupils	363	Number of pupils eligible for PP	165 (37.7%)	Date for next internal review of this strategy	September 2020

2. Current attainment –Expected level and above								
	All pupils		National Benchmark All pupils		Pupils eligible for PP		Pupils not eligible for PP	
	Year 2	Year 6	Year 2	Year 6	Year 2	Year 6	Year 2	Year 6
% achieving expected standard or above in reading	83%	79%	75%	73%	80%	79%	86%	79%
% achieving expected standard or above in writing	79%	88%	69%	78%	75%	82%	82%	93%
% achieving expected standard or above in maths	85%	89%	76%	79%	90%	86%	82%	93%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	<p><u>Speech and language</u></p> <p>A significant number of pupils are entering the school at Reception with a baseline in speech and language significantly behind their peers, which continues to impact their engagement and attainment as they move up through the school.</p> <p>In addition, speech and language concerns in some disadvantaged pupils lead, in some cases, to communication and behavioural needs.</p>

B.	<p><u>Reading</u></p> <p>The percentage of children eligible for pupil premium at age related expectations for reading when they enter the school and move on into Year 1 is low. This continues to impact attainment as they move up through the school with higher order comprehension skills (inference, evaluating etc.) identified as a particular barrier to higher attainment higher up the school. Higher ability pupils who are eligible for pupil premium are less likely to achieve their full potential in Key Stage 1 which further impacts their attainment in Key Stage 2. Lower levels of engagement with reading, especially in the Early Years.</p>
C.	<p><u>SEND</u></p> <p>Many pupils eligible for pupil premium also have other factors, such as SEND, to consider when planning successful interventions. Many pupils are not ready to move on to comprehension skills and need to spend additional time working on their decoding and phonics skills, on a 1:1 or small group basis, to ensure that they reach expected levels in reading by the end of KS1 and KS2. Some of our pupil premium children require interventions in other areas of the curriculum to close the gap and to ensure they reach expected levels by the end of KS2.</p> <p>A significant number of pupils experience social and emotional barriers to their learning affecting their access to the curriculum which has continued impact on their attainment as they move up through the school. Lack of emotional stability can have a negative impact on the attainment and progress of pupils.</p> <p>Many pupils eligible for pupil premium enter school without having accessed professional outside agencies to support with either medical or health concerns. Which delays when a child will be seen by external professionals as well as school staff identifying support/interventions required.</p>
D.	<p><u>Cultural Capital</u></p> <p>External opportunities to develop the whole child, such as drama and football clubs, are not always accessible to some of our pupil premium families. As a school, we feel it is important that pupil premium children experience subjects and lessons that they may not experience elsewhere, giving the children a rich experience to help them in their studies. For some families there is a lack of educational stimulus outside of the school, so we aim to create, extend or supplement the experiences they do have access to.</p>
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
E.	<p>Families</p> <p>Families in our communities face a number of additional pressures (e.g. housing, high mobility, financial etc.) that can be barriers to providing the support they would like to provide to their children in school.</p>

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>	Success criteria
<p>A. <u>Speech and Language</u></p> <p>The gap in pupils' language skills closes; pupils have the speech and language skills necessary to access the curriculum and learning in school. Specific speech and language needs are identified to ensure early intervention is put in place and gaps are closed quicker.</p>	<p>Tracking of speech and language groups evidences high levels of accelerated progress. Evidence through teacher interviews, lesson observations, learning walks, books etc. demonstrates that all pupils are fully engaged in their learning and have the necessary skills to access and maximise learning opportunities throughout the school day. Children with identified speech and language needs receive appropriate provision and intervention early in their school careers for maximum impact on progress and attainment.</p>
<p>B. <u>Reading</u></p> <p>Higher percentage of children eligible for pupil premium finish Year 1 at age related expectations. The gap in attainment for reading closes as the children move up the school. All children leave our school in Year 6 at, at least, age-related expectation in reading. The percentage of children in Reception who are higher ability to maintain or to be exceeded by the time they are entering secondary school.</p>	<p>Data tracking demonstrates a higher percentage of children eligible for pupil premium at age related expectation from Year 1 and the gap closes as the children move up through the school. Analyse School Performance data reflects an increasing number of children leaving Year 6 at age-related expectation for reading, moving towards 100% of children achieving ARE. The tracking of children achieving GLD in Reception- monitoring to ensure children maintain this through to Year 6 and beyond.</p>
<p>C. <u>SEND</u></p> <p>Pupils are able to focus on their learning during the school day; pupils who transition from our schools are resilient, know how and when to ask for help and are able to make informed, healthy and safe choices; pupils with specific social and emotional health needs access to targeted and specialist support.</p>	<p>Low level of incidence of disruption to teaching and learning. Evidence, through books, pupil interviews and lesson observations, demonstrates: high levels of engagement of all pupils in their learning; resilient attitudes to facing and overcoming challenges; and pupils able and confident to take risks. When faced with a difficult situation, children are able to reflect on and articulate difficult decisions. Children, identified as needing specialist provision, receive appropriate provision and intervention in a timely manner for maximum impact on their outcomes.</p>

D.	<p><u>Cultural Capital</u></p> <p>Children are provided with a full range of arts and cultural opportunities across the curriculum, giving them a rich experience to help them in their studies. All pupils in our schools have access to a wide range of curriculum enrichment and extra-curricular activities to further broaden their learning experiences. All pupils in year 2 and 6, particularly those eligible for PP, to exceed national attainment in key stage assessments.</p>	<p>Evidence in books, lesson observations and pupil interviews demonstrates the impact of these enrichment opportunities on pupil outcomes and engagement.</p> <p>Data tracking demonstrates a higher percentage of children, eligible for pupil premium, are at age related expectation by the end of KS2.</p>
E.	<p><u>Families</u></p> <p>Families are able to access support both in school and externally with the conflicting pressures that they are facing so that they are in a better position to be able to support their children and participate in school life.</p>	<p>Increased number of families of pupils eligible for pupil premium engaging in parent workshops, parent activities e.g. reading in school. Increased engagement in family learning. Higher school attendance for identified families. Families, in need of more targeted support, accessing appropriate internal and external support. Increase numbers at breakfast club for disadvantaged families.</p>

5. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	Lessons learned (and whether you will continue with this approach)	Cost

Targeted HLTA support in class and for focused interventions.	<p>To bring about maximum impact on pupil outcomes with focused interventions and in class support.</p> <p>Secure a greater number of PP pupils achieving age related expectations.</p>	<p>Ilderton continued with termly tracking of pupil progress and detailed discussions at pupil progress meeting.</p> <p>Class provision maps being updated after following pupil progress to review and adapt interventions accordingly.</p> <p>Adults were moved to support the area of need in the year groups.</p>	<p>Where the need was reviewed termly, the correct support staff member and their expertise were placed accordingly.</p> <p>Ilderton have been using this approach for some time and results for KS2 last year were:</p> <p>Reading: 79% (73% national)</p> <p>Writing: 88% (78% national)</p> <p>Maths: 89% (79% national)</p> <p>KS1 results:</p> <p>Reading: 83% (75% national)</p> <p>Writing: 79% (69% national)</p> <p>Maths: 85% (76% national)</p> <p>Ilderton Primary School will continue with this approach.</p>	£15,000
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Special Educational Needs Practitioner, (SEN) role.	<p>The gap in pupils' language skills closes; pupils have the speech and language skills necessary to access the curriculum and learning in school. Specific speech and language needs are identified to ensure early intervention is put in place.</p> <p>The SENP model creates capacity to ensure that universal approaches are fully rolled out, and are monitored and modelled to reflect best practice and to have the desired and intended impact on pupil outcomes.</p>	<p>Children did get support from an experienced SENP, and the SENP did support TAs with how to implement speech and language targets as well as our SENP completing some herself. Teachers and support staff have improved CPD for delivering speech and language therapy. Staff know about in house support they can access to meet the needs of the children.</p>	<p>This model has worked well, even when the NHS S&L therapist has been unable to attend sessions, Ilderton used their SENP to disseminate strategies and resources to help meet the needs of individual children.</p> <p>Interventions using key specific resources have improved the quality of learning and opportunities for disadvantaged pupils.</p> <p>Ilderton Primary School will continue with this approach.</p>	£6,826
Dedicated Family Services Officer role at Ilderton School. Part of the role to support families to support their children to achieve the best possible outcomes.	<p>To engage hard to reach parents to have positive impact upon children's readiness for school, their attendance and their punctuality.</p> <p>To create a holistic view for addressing social and emotional barriers to children's learning.</p> <p>Staff to have an overall picture of a child.</p> <p>Family support officer employed to support families that need support.</p> <p>Family support officer to work with outside agencies to target families eligible for FSMs.</p> <p>Family support officer to highlight to SI T when targeted</p>	<p>Children discussed at termly pupil progress meetings to evaluate support in place and adapt/put further support in place if appropriate.</p> <p>Weekly inclusion meetings including the Family Services Officer to monitor disadvantaged children.</p> <p>Trainings and events organised to support parents to address need and demand.</p>	<p>Ilderton Primary School will continue with this approach. Our OFSTED report commented that <i>"Pupils are kept safe. Safeguarding procedures reflect the latest statutory guidance. Pupils' welfare and safety are given the highest priority. Procedures to make sure that all adults working with pupils are suitable to do so are adhered to at all times. All staff and governors have had all the required up-to-date training in child protection."</i></p> <p>We have continued to use the same model.</p> <p>Family support worker has had a positive impact in supporting families in need and monitoring CP issues.</p>	£18,500

Daily Supported Reading Programme in place for all Year 1 children and Reception children from the Spring/Summer term as well as targeted children in Year 2.	Evidence-based programme created by Hackney Learning Trust and implemented in Hackney with proven long-term impact on reading outcomes. Programme was researched and observed by a team of lead practitioners, year leaders and SLT prior to implementation.	Children discussed at termly pupil progress meetings to evaluate support in place and adapt/put further support in place if appropriate. There has been consistent coordination, monitoring and support for this programme with the Reading Recovery teacher overseeing.	KS1 results: Reading: 83% (75% national) Writing: 79% (69% national) Maths: 85% (76% national) Ilderton Primary School will continue with the approach.	£16,987
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if	Lessons learned (and whether you will continue with this approach)	Cost
Reading Recovery intervention programme	Higher percentage of children eligible for pupil premium finish Year, 1 at age related expectations. The gap in attainment for reading closes as the children move up the school. Positive impact on progress and attainment in reading for children in Key Stage 1.	Ilderton continued termly tracking and assessments. These were discussed at pupil progress meetings. There were detailed discussions at pupil progress meetings, which Reading Recovery (RR) teachers attended. RR teachers also carried out daily assessments for learning as well as benchmarking of pupils' progress both during the programme and following	Impact on progress and attainment at Ilderton Primary School has been very positive. Ilderton have been using this approach for some time and the KS1 results were: Reading: 83% (75% national) and Phonics screening Year 1: 96% (National 82%) Ilderton Primary School will continue with the approach as seeing positive impact on reading and the confidence of readers.	£26,798

Dyslexia support	<p>Positive impact in progress for children with dyslexic traits or a diagnosis of dyslexia.</p>	<p>Ilderton used a key HLTA who has dyslexic experience to run interventions with children weekly.</p> <p>Key focus was Key Stage 2, as before this it is too early to diagnosis or asses if have dyslexic tendencies.</p>	<p>Ilderton have been using this approach for some time and results for KS2 last year were:</p> <p>Reading: 79% (73% national)</p> <p>Writing: 88% (78% national)</p>	£7,008
Phonics support	<p>The gap in pupils' language skills closes.</p> <p>There will be positive impact in progress for children with lower phonic knowledge.</p> <p>Communication and language delivered effectively to all pupils.</p>	<p>Ilderton continued with termly tracking of pupil progress and detailed discussions were carried out at pupil progress meetings.</p> <p>Streaming occurred in Year One to make sure all needs were met. Reception and Nursery started phonic interventions as soon as the need was identified.</p> <p>SEN, EYEs and TAs completed interventions</p>	<p>Ilderton have been using this approach for some time and results for Year 1 phonics was 96% (National 82%)</p> <p>GLD- 73% (72% National)</p>	£3,200
Commissioned time from the NHS Speech and Language Therapy service to support our children with their social, communication and language needs.	<p>Positive impact in progress for children with speech, communication and language needs.</p> <p>Improve language and communication skills for pp pupils.</p>	<p>Ilderton continued with termly tracking of speech and language targets. Reviewed targets with therapist were completed.</p> <p>Ilderton built in time into TAs timetable to be able to complete speech and language targets to meet the needs of the individual child.</p>	<p>There has been progress within SLCN for each individual child.</p> <p>Ilderton will continue with this approach.</p> <p>Some pupils need targeted support to diminish differences and to have individual support matched to their needs. This approach has been shown to be effective in other schools.</p>	£14,000

Subsidised/free places for enrichment after-school clubs for targeted children.	To create opportunities for children who do not have access to extra-curricular and enrichment activities to impact positively language development, physical development, social	These places were reviewed as part of the termly class provision map review cycle.	Ilderton Primary School will continue with the approach as it is supporting disadvantaged families with meeting the needs of their children e.g. language development, physical development, social development, aspirations etc.	£300
Small sets for pupils who are underachieving or significantly behind age-related expectations taught by SENCO, deputy head teachers and head teacher.	<p>Improved standards in reading and writing in Y1-6 Pupil Premium children.</p> <p>Secure a greater number of PP pupils achieving greater depth.</p> <p>Support staff and SLT to run challenge groups for reading and maths.</p>	Ilderton completed termly tracking of pupil progress and detailed discussions about each individual pupil at pupil progress meetings.	<p>Ilderton have been using this approach for some time and results for KS2 last year were:</p> <p>Reading: 79% (73% national)</p> <p>Reading GD: 16% a decrease of 11% from previous year.</p> <p>Writing: 88% (78% national)</p> <p>Writing GD: 27% a decrease of 2% from previous year.</p> <p>Maths: 89% (79% national)</p> <p>Maths: 23% a decrease of 8% from previous year.</p> <p>Ilderton Primary School will continue with this approach as attainment is above national-expect additional groups and interventions to begin to support Greater Depth across key stages.</p>	£39,745

Play Therapist to deliver specialist support for children with social and emotional health needs.	<p>Play therapy to be allocated to children with social and emotional needs, to support them with these needs.</p> <p>Children to have improved readiness to learn.</p>	<p>Ilderton completed termly reviews with play therapist and evaluated the impact had for the children with SENCO.</p> <p>Half-termly caseload review meetings between SENCO and play therapist.</p>	<p>Ilderton Primary School will continue with the approach. Children are getting immediate support with their emotional need instead of being on a waiting list for CAHMs.</p> <p>Ilderton Primary School will continue with this approach.</p>	£14,450
Social, Emotional and Mental Health interventions to be delivered by trained ELSA staff.	<p>ELSA sessions to be allocated to children with social and emotional needs, so to support them with these needs. Pupils that have emotional needs are supported to promote well-being and impact on achievement.</p> <p>Children to have made an improvement with their readiness to learn.</p>	<p>Ilderton completed pupil progress meetings and at inclusions meetings discussed caseload for ELSA sessions. Making sure the children were identified as the need arose.</p> <p>Some pupils needed targeted support to diminish differences and to have individual support matched to their needs. This approach has been shown to be</p>	<p>Ilderton Primary School will continue with this approach. Children are getting immediate support with their emotional need instead of being on a waiting list.</p> <p>Children are becoming more resilient and able to manage their feelings.</p> <p>This impacts on their readiness to learn</p>	£7,674
TA specific interventions	<p>TA/EYE to run groups supporting phonics/listening/ attention/ fine motor and memory skills.</p> <p>Pupil Premium children make expected or better than expected progress due to interventions.</p> <p>Support staff to be used to support children identified during pupil progress meetings.</p>	<p>Ilderton completed termly tracking of pupil progress and held detailed discussions about each individual pupil at pupil progress meetings.</p> <p>Class provision maps were updated following pupil progress to review and adapt interventions accordingly.</p> <p>Adults were moved to support the area of need in the year groups.</p>	<p>SaLT, Maths, Phonics, Reading, SEMH and Writing interventions have all had a positive impact on children's progress and attainment.</p> <p>Lego therapy, Working memory, Motor skills and EAL support have shown positive improvements with individual children's readiness and ability to learn within the classroom.</p>	£36,841

Chill-out provision at lunchtime run by TAs	Some children find key unstructured times in the day difficult to manage. By providing preventative support at these times for pupils, they are better equipped and able to engage in the curriculum and their learning.	Reviewed as part of the termly class provision map review cycle. Chill-out provision reviewed regularly according to need.	Ilderton Primary School will continue with the approach. Children are becoming more resilient and are developing social skills and turn taking skills in a structured environment. This also impacts positively on their readiness to learn.	£1,753
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iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if	Lessons learned (and whether you will continue with this approach)	Cost
Commitment to a range of enrichment activities throughout the school year subsidised/paid for from the school budget for all pupils to access e.g. curriculum trips, residential trips, theatre workshops, art workshops etc.	Disadvantaged children to have access to extra-curricular and enrichment activities. To positively impact their language development, physical development, social development, aspirations etc.	<p>Ilderton completed termly tracking of pupil progress of all groups of learners.</p> <p>France trip and PGL subsidies Circus Skills Ilderton subsidised individual music lessons.</p> <p>Ilderton subsidised individual trip.</p>	<p>Ilderton Primary School will continue with this approach.</p> <p>All PP children who wished to attend a trip/residential were able to and uniform/ P.E kits have been provided.</p>	£9,000

6. Planned expenditure

Academic year

2019/2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review and cost?
Targeted HLTA /TA/DHT support in class and for focused interventions.	<p>To bring about maximum impact on pupil outcomes with focused interventions and in class support.</p> <p>Improved standards in reading and writing in Y1-6 Pupil Premium children make expected or better than expected progress due to quality first teaching and interventions.</p> <p>Phonics support- The gap in pupils' language skills closes.</p> <p>There will be positive impact in progress for children with lower phonic knowledge.</p> <p>Communication and language delivered effectively to all pupils</p>	<p>MITA research has been used to shape the model for targeted HLTA/TA support and interventions to bring about maximum impact on pupil outcomes.</p> <p>From previous years knowledge- we have been carrying out phonics interventions for a few years and have had high phonics scores. It makes sure gaps in knowledge are filled</p>	<p>Termly tracking of pupil progress and detailed discussions at pupil progress meeting.</p> <p>Class provision map meetings following pupil progress to review and adapt interventions accordingly.</p> <p>Identified teaching assistants and EYEs and other staff members in each Year Group have been trained by the speech and language therapist, SENP or class teacher to deliver phonics intervention to a good or better standard.</p> <p>They feedback to their class teacher, SENCO or HLTA (SEN) to monitor targets and progression.</p> <p>They, in turn, support SLT to monitor the interventions and provide support and are models of best practice to all staff delivering phonics intervention.</p> <p>Data tracking and monitoring procedures (observations, learning walks etc.) as well as termly and mid-termly pupil progress review meetings.</p>	<p>SLT</p> <p>SENCOs</p>	<p>Summer 2020</p> <p>£20,039</p>

HLTA- SEN focus	The HLTA- SEN focus model creates capacity to ensure that universal approaches are fully rolled out across all sites and are monitored and modelled to reflect best practice and to have the desired and intended impact on pupil outcomes. HLTA with SEN focus onsite to support the NHS speech and language therapist team in the development and implementation of universal services to improve speech and language outcomes for all children.	The HLTA SEN focus model creates capacity to ensure that universal approaches are fully rolled out across year groups and are monitored and modelled to reflect best practice and to have the desired and intended impact on pupil outcomes.	SENCOs and Deputy Headteacher for Inclusion liaise with HLTA- SEN focus prior to review/evaluation meetings.	Deputy Headteacher for Inclusion	Summer 2020 £15,169
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<p>Family Services Officer onsite, part of their role to support families to support their children to achieve best possible outcomes.</p>	<p>Dedicated Family Services Manager and Senior Family Services Officer role to provide strategic and practical support across all year groups to ensure consistency of best practice.</p> <p>To engage hard to reach parents to impact upon children's readiness for school, their attendance and their punctuality.</p> <p>To create a holistic view for addressing social and emotional barriers to children's learning.</p> <p>All staff, who needs to know, to have an overall picture of a child.</p> <p>Family support officer employed to support families that need support. Family support officer to work with outside agencies to target families eligible for FSMs. Family support officer to highlight to SLT when targeted disadvantaged pupils are absent.</p>	<p>Importance of holistic view to addressing social and emotional barriers to children's learning. Targeting families and promoting the importance of good attendance is essential to improving outcomes. Research undertaken by the DfE in 2016 showed that pupils with no absence are 1.3 times more likely to achieve at age related expectations, or above, and 3.1 times more likely to achieve above national expectations or above, than pupils that missed 10-15 per cent of all sessions. Pupils need to be in school to achieve. Research has evidenced that those from lower income households are less likely to attend school regularly, are less likely to achieve higher grades, are less likely to pursue higher education and are less likely to find work after school. Without intervention, a relentless cycle of disadvantage may begin which spans generations.</p>	<p>All individual children will be discussed at termly pupil progress meetings to evaluate support in place and adapt/put further support in place if appropriate.</p> <p>In addition, a weekly inclusion meeting to get an up-to-date overview.</p>	<p>Family Services Officer</p> <p>SLT</p> <p>SENCO</p>	<p>Summer 2020</p> <p>£25,110</p>
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Daily Supported Reading	<p>Daily Supported Reading programme in place for all Year One children, as well as Reception children from the Spring/Summer term. Also, targeting Year Two children who did not successfully complete the programme.</p> <p>Coordination, monitoring and support for this programme is an integral part of the Reading Recovery teacher leadership role across our schools.</p>	<p>Evidence-based programme created by Hackney Learning Trust and implemented in Hackney with proven long-term impact on reading outcomes. Programme was researched and observed by a team of lead practitioners, year leaders and SLT prior to implementation.</p>	<p>All individual children will be discussed at termly pupil progress meetings to evaluate support in place and adapt/put further support in place if appropriate. Reading Recovery teachers updating SLT with progress of the children taking part in the programme.</p>	<p>Reading Recovery Lead teacher</p> <p>SLT</p>	<p>Summer 2020</p> <p>£18,511</p>
Total budgeted cost					78829
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review and cost?

Reading Recovery 1:1 intervention programme	<p>Positive impact on progress and attainment in reading for children in Key Stage 1.</p> <p>Higher percentage of children eligible for pupil premium finish Year 1 at age related expectations.</p> <p>The gap in attainment for reading closes as the children move up the school.</p>	<p>Reading recovery is an evidence-based intervention programme with proven impact across a high number of schools over a number of years nationally.</p> <p>Reading Recovery has been in our schools for a number of years and evidence of the impact on progress and attainment in our schools has been very positive.</p>	<p>Termly tracking of pupil progress and detailed discussions at pupil progress meetings, which Reading Recovery (RR) teachers attend. RR teachers also carry out daily assessments for learning as well as benchmarking of pupils' progress both during the programme and following pupils' graduation from the programme.</p>	<p>SLT</p> <p>RR lead teacher</p>	<p>Summer 2020</p> <p>£42576</p>
Commissioned time from the NHS Speech and Language Therapy service to support our children with their social, communication and language needs.	<p>Positive impact in progress for children with speech, communication and language needs.</p> <p>Improvement in their area of difficulty within SLCN.</p>	<p>Ilderton to continue with termly tracking of speech and language targets. Reviewing targets with therapist.</p> <p>Ilderton built in time into TAs timetable to be able to complete speech and language targets to meet the needs of the individual child.</p>	<p>Regular reviews/evaluation of universal services and their impact between inclusion team and the speech and language therapist.</p>	<p>SLT</p> <p>SENCOs</p>	<p>Summer 2020</p> <p>£14,000</p>

Small sets for pupils who are underachieving or significantly behind age-related expectations taught by SENCO, and deputy headteachers	<p>To improve the quality for learning for the children and therefore the progress. Children facing the most complex barriers to their learning being by the most qualified.</p> <p>Improved standards in reading and writing in Y1-6 Pupil Premium children. Pupil Premium children make expected or better than expected progress due to quality first teaching and interventions.</p> <p>To diminish differences and to have individual support matched to their needs.</p> <p>Secure a greater Number of PP pupils achieving greater depth.</p>	Children facing the most complex barriers to their learning should be taught by the most qualified. SENCOs and deputy headteachers are all outstanding classroom practitioners prior to appointment into role.	<p>Termly tracking of pupil progress and detailed discussions about each individual pupil at pupil progress meetings.</p> <p>SENCO, deputy headteachers and headteacher are all outstanding classroom practitioners prior to appointment into role.</p>	SLT	<p>Summer 2020</p> <p>£18,835</p>
Subsidised/free places for enrichment after-school clubs for targeted children.	<p>To create opportunities for children who do not have access to extra-curricular and enrichment activities.</p> <p>To impact language development, physical development, social development, aspirations etc.</p>	A number of children do not have access to extra-curricular and enrichment activities. This impacts language development, physical development, social development, aspirations etc.	<p>These places to be reviewed as part of the termly class provision map review cycle.</p> <p>To assess needs of family and offer support where identified.</p>	SLT	<p>Summer 2020</p> <p>Needs basis- approximately £300</p>

Play therapy	To deliver specialist support for children with social and emotional health needs.	Very few primary school children are meeting threshold for support for CAMHS despite the high level of need. Social and emotional difficulties are a very significant barrier to some of our pupils' ability to access and engage with the curriculum, therefore preventing them from meeting their full potential. Play Therapy provision in our schools targets these children.	Termly reviews/evaluation of the play therapy service and its impact with the play therapist and SENCO.	SENCO SLT Play therapist	Summer 2020 £14,450
Chill-out provision at lunchtime run by TAs	Key times of the day and key times in the school year can be particularly difficult for some children to manage. By providing preventative support at these times for pupils, they are better equipped and able to engage in the curriculum and their learning.	Social and emotional difficulties are a very significant barrier to some of our pupils' ability to access and engage with the curriculum, therefore to support them during unstructured times is key to helping them stay in a ready state for learning.	Reviewed as part of the termly class provision map review cycle. Chill-out provision reviewed regularly according to need.	SENCOs SLT	Summer 2020 £1,629

TA specific interventions	<p>Improved standards in reading and writing in Y1-6.</p> <p>Pupil Premium children make expected or better than expected progress due to quality first teaching and interventions</p> <p>To bring about maximum impact on pupil outcomes with focused interventions and in class support.</p> <p>Secure a greater number of PP pupils achieving age related expectations.</p>	<p>MITA research has been used to shape the model for targeted HLTA and TA support and interventions to bring about maximum impact on pupil outcomes.</p>	<p>Identified teaching assistants and EYEs in each Year Group have been trained by the SENCo, external agencies or class teacher to deliver specific interventions to a good or better standard.</p> <p>Feedback to their class teacher, SENCO or SENP to monitor targets and progression.</p> <p>Data tracking and monitoring procedures (observations, learning walks etc.) as well as termly and mid-termly pupil progress review meetings.</p> <p>CPD training to support TAs with specific interventions, run by lead teachers e.g. SENCo, Reading Recovery, music specialist etc.</p> <p>Pupil progress meetings identifying impact as well as children who need the intervention.</p>	<p>SENCO</p> <p>SLT</p>	<p>Summer 2020</p> <p>7674</p>
SEND specific support	<p>To deliver specific support for children with SEN needs that need support whilst an Education Health Care Plan is being created. For their safety or academic need.</p> <p>Targets to be dependent on the children's needs, some examples are:</p> <p>Listening and attention</p> <p>Health and social needs</p> <p>Communication needs.</p>	<p>Whilst going through the process of applying for an Education and Health Care Plan, some children need more support than working in small groups/ interventions. EHC applications can be timely, so having this support to keep children safe and/or putting the necessary support in place immediately is crucially important.</p>	<p>Termly reviews/evaluation of the provision and its impact with the staff, teacher and SENCO.</p>	<p>SENCO</p> <p>SLT</p>	<p>Summer 2020</p> <p>21,000</p>

<p>Social, Emotional and Mental Health interventions to be delivered by trained ELSA staff.</p>	<p>To deliver specialist support for children with social and emotional health needs.</p> <p>Children to become more resilient and are able to manage their feelings.</p> <p>Children to improve their readiness to learn.</p>	<p>Very few primary school children are meeting threshold for support for CAMHS despite the high level of need. Social and emotional difficulties are a very significant barrier to some of our pupils' ability to access and engage with the curriculum, therefore preventing them from meeting their full potential. ELSA provision in our school targets these children. Evidence-based programme of intervention for pupils who are facing social and emotional difficulties. Despite additional play therapy provision as detailed above, a number of children face difficulties who do not cannot access this service. This will target children for whom emotional and social difficulties are a barrier to their learning.</p>	<p>Termly reviews/evaluation of the ELSA provision and its impact with the trained staff and SENCO.</p>	<p>SENCO</p> <p>SLT</p>	<p>Summer 2020</p> <p>£7,674</p>
<p>Total budgeted cost</p>					<p>£128,138</p>
<p>iii. Other approaches</p>					

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review and cost?
Commitment to a range of enrichment activities throughout the school year subsidised/paid for from the school budget for all pupils to access e.g. curriculum trips, residential trips, theatre workshops, art workshops etc.	<p>Disadvantaged children to have access to extra-curricular and enrichment activities.</p> <p>To positively impact their language development, physical development, social development, aspirations etc.</p>	<p>A number of children do not have access to extra-curricular and enrichment activities. This impacts language development, physical development, social development, aspirations etc.</p> <p>France trip and PGL subsidies Circus Skills. Ilderton subsidised individual music lessons. Ilderton subsidised individual trips.</p>	<p>Termly tracking of pupil progress of all groups of learners.</p> <p>All PP children who wish to attend a trip/residential will be able to access and uniform/P.E kits to be provided where necessary.</p>	<p>Year leaders</p> <p>SLT</p>	<p>Summer 2020</p> <p>£9,000</p> <p>Needs basis-approximately</p>
Total budgeted cost					£9000
7. Additional detail					