

Core amount of allocated funding: £25,080 Number of PP pupils at the Academy: 19

Pupil Premium funding used for:	Amount allocated to the action	Is this a new or continued activity /cost?	Brief summary of the action: Including details of year groups and pupils involved, and the timescale	Specific intended outcomes: How will this action improve achievement for pupils eligible for the Pupil Premium? What will it achieve?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? If you plan on doing this again, what would you change to improve it next time?
<p>Speech and language Therapy (SALT)</p> <p>Teacher of the Deaf (TOD)</p>	<p>£1138</p> <p>4 x PP children</p>	<p>Continued</p>	<p>1:1 Blocks of weekly sessions with individual PP pupils identified as having speech and language needs.</p> <p>1:1 or small group sessions for PP pupils with hearing impairments modelled by the teacher of the deaf and with keyworker support and carry over.</p>	<p>The support provided to specified groups will allow those children to communicate more effectively and so lead to increased attainment.</p> <p>The school will be supported in identifying pupil needs and therefore be able to target support more efficiently.</p>	<p>Weekly by SALT Therapist TOD.</p> <p>Set targets are fed into pupils' Individual Targeted Action Plan (TAP) if relevant.</p> <p>Inclusion Manager meets with SALT half termly to evaluate and plan for the following half term, review pupils and add new pupils if need be.</p> <p>Targets are reviewed half termly and a post therapy outcome is reported (written).</p>	<p>The impact of SALT / TOD session enables pupils to make accelerated progress in communication, speech and language to ensure they are in line with their age related expectations and /or peers.</p> <p>The PP funding allows for greater provision for individuals who also benefit from SEN funding.</p> <p>2018-2019</p> <p>TOD to advise of suitable classroom environment for pupils with hearing impairments across the school.</p>
<p>Teaching Assistants to support 'carry over' speech and language' sessions</p> <p>Carry over hearing assessments (LING sounds) and interventions.</p>	<p>£2,864</p>	<p>Continued</p>	<p>Carried over sessions including: Phonics groups, language and communication and nurture groups.</p>	<p>Pupils will receive 3 x weekly sessions delivered by a keyworker or teaching assistant once training has been given and monitored by the SALT and or TOD.</p>	<p>Monitored by Tracy Derry, Speech and language therapist, Doreen Barcy TOD and Inclusion Manager through observations, training and support sessions.</p> <p>Monitored by the SLT through Pupil progress meetings, book looks, pupil voice.</p>	<p>Due to the consistency of the carry over sessions each week, we have been able to track individual progress and make changes to the intervention timetable to suit pupils needs, best time of day to support them etc.</p> <p>2018-19</p> <p>Refine carry over sessions with teachers and TA's to ensure consistency happens each week.</p>

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Inclusion Manager time to plan for provision for PP pupils	£3,965 Currently 19 pupils	Continued	Meeting agencies, making referrals, arranging extra provision, meeting with families, visiting. Preparing TAPs with class teachers, review meetings. Planning training for TAs: PM benchmark, small group support. Supporting PP pupils on school trips where additional aid is needed.	PP pupils will have a personalised targeted action plan (TAP) that is tailored to their individual needs resulting in improved outcomes for them across the curriculum. Through training, teaching assistants and keyworkers will be able to support class teachers in the assessment of reading across the key stage.	Headteacher to monitor implementation by Inclusion Manager. Inclusion Manager to monitor TA support through observations and discussions with teachers Feedback to governors during governing body meetings.	Increased % of pupils achieving a good level of development at the end of reception. Most disadvantaged pupils reaching good or above progress across KS1 Targeted interventions have had a direct impact of pupil achievement, attainment and wellbeing. 2018-2019 Allocating co-curricular spaces, (1 per term) to ensure PP pupils have equal access to co-curricular activities as their peers. KB to plot funding grid pre new academic year once PP numbers have been received.
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Inclusion Manager time for 1-1 sessions		Continued	1:1 sessions. Supporting individual pupils who are significantly below their peers (Reading) their peers in reading	Weekly 1-1 reading support. To ensure there is consistency of high quality teaching across the school and provide in-class support from subject experts to improve support for individual.	Inclusion Manager During pupil progress reviews Teacher assessment IM assessment	Increase in attainment and progression in reading. 2018-2019 Continue to target individual pupils.
Intervention Teacher time for small group interventions lessons (phonics and writing)	£7,697	New	Small group targeted sessions run by intervention teacher (RW), providing quality first teaching. (phonics and writing)	Twice weekly targeted support groups. To ensure there is consistency of high quality teaching across the school and provide in-class support from subject experts to improve support for individual.	Inclusion Manager During pupil progress reviews Teacher assessment IM assessment	Increase in attainment and progression in phonics and writing. 2018-19 Intervention to support pupils transitions from KS1-2.

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Class teachers to support nurture group for a small number of pupils with social and emotional needs.		Continued	All year groups, all pupils eligible for PP funding.	<p>To support pupils wellbeing and mental health through a nurture group or 1:1 time with the class teacher.</p> <p>To target children who have barriers to learning and enable them to boost self-esteem and attendance thereby impacting their academic achievement.</p>	<p>Monitor by: Class teacher Inclusion manager & Headteacher Half termly Pupil Premium Reviews.</p> <p>Evidence success through pupil participation and engagement in class.</p> <p>Through direct observations during Play and lunch times.</p> <p>Through ongoing conversations and dialogue with pupils themselves and their</p>	<p>Having consistent 1:1 time with the class teacher or being part of a small nurture group has allowed the pupil voice to be heard. They are equipped with the skills and strategies to use when they are feeling overwhelmed, upset or worried.</p> <p>Increased confidence and self-esteem.</p> <p>Termly school monitoring of triangulated data in pupil progress review meetings</p> <p>2018-19 Increased days for EP support</p>
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Provision of after school clubs for identified pupils	£5,570	Continued	All year groups, all pupils eligible for PP funding.	<p>To enable pupils to participate in a wide and enhanced curricular provision through afterschool clubs including: Dance, football skills, Learn2Create, Poetry, ball skills, music, cookery and multi sports.</p> <p>Pupils have opportunities to participate in enrichment activities that they normally not have access to due to financial reasons.</p>	<p>The inclusion manager will liaise with the admin team and monitor through uptake of enrichment opportunities.</p> <p>Inclusion manager to target families and pupils who have not signed up to any after school club activities.</p>	<p>Continue to give disadvantaged pupils priority when attending after school clubs.</p> <p>Regular monitoring of pupil participation in sporting activities and after school clubs</p> <p>Capture of pupil and parent voice linked to achievement but also linked to wider curriculum initiatives (such as sporting provision and after school provision)</p> <p>Pupil voice interviews and questionnaires.</p>
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Provision of holiday sports camp.	Nil	New	All year groups, all pupils eligible for PP funding.	<p>To enable pupils to participate in a wide and enhanced curricular provision through afterschool clubs including Easter and half term multi sports Camp and half term clubs supported by a named member of school staff.</p> <p>PP pupils are given priority when attending these clubs.</p>	<p>The inclusion manger will target pupils and families to support them when choosing holiday provision and offer support in relation to the booking systems.</p> <p>Inclusion manger will give priority to free holiday workshops (skip garden) to disadvantaged pupils.</p>	<p>Pupils have opportunities to participate in enrichment activities that they normally not have access to due to financial reasons.</p> <p>Continue to give disadvantaged pupils priority when attending holiday clubs.</p> <p>Regular monitoring of pupil participation in sporting activities and after school clubs</p> <p>Capture of pupil and parent voice linked to achievement but also linked to wider curriculum initiatives (such as sporting provision and after school provision)</p> <p>Pupil voice interviews and questionnaires.</p>
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Subsidised trips for pupils – term time.	£1,900	Continued	All year groups, all pupils eligible for PP funding.	<p>To ensure PP pupils are not prevented from going on the offsite trips due to family finance difficulties.</p> <p>To enable all children to visit culturally stimulating sites enabling them to enrich and enhance their learning and school experiences.</p>	<p>The inclusion manager will liaise with the admin team and monitor.</p> <p>Trips will be 100% subsidised.</p> <p>Evidence success through pupil participation and engagement in learning during the trip and after when back in class.</p>	<p>Children experience a broad and balanced curriculum regardless of financial background.</p> <p>Their learning experiences are widened and attainment and progress increase.</p>
Long term loan of musical instrument	£4,590	New	Year 2 pupils who are currently eligible for PP funding	<p>To ensure PP pupils are not prevented from learning to play an instrument due to family finance difficulties.</p> <p>To enable all children to learn to play an instrument enabling them to enrich and enhance their learning and school experiences.</p>	<p>Inclusion Manager</p> <p>Parent Governor</p> <p>Creative leader</p>	<p>Children experience a broad and balanced curriculum regardless of financial background.</p> <p>Their learning experiences are widened and attainment and progress increase.</p> <p>2018-19 Year 2 and 3 pupils.</p>

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Provision for more able pupils - writing club	£3,474	continued	Targeted Pupils – more able.	Children take responsibility for leading their own learning within a small-targeted group who will work on writing a termly newspaper. Children are able to assess own leadership skills.	Headteacher	Termly school monitoring of triangulated data at progress review meetings. In future, rotate the children in the club to give a wider range of children access.
Investment in staff training to develop understanding of greater depth across the curriculum.		Continued	Various training as indicated in the Academy CPD log.	Teachers, teaching assistants and keyworkers will have a greater knowledge and in-depth understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these with support.	Monitor through observation of phonic groups and book looks, learning walks, pupil voice, pupil progress reviews, home learning and projects.	Upskilled staff has led to quality and targeted interventions being delivered.
Tailored resources for use in 1:1 or group interventions.	£315	Continued	Targeted pupils: Ipad with individualised apps to support learning and achievement.	To provide increased opportunities for use of technology across curriculum.	Inclusion Manager	Termly school monitoring of triangulated data in progress review meetings

Glossary

PP: Pupil Premium – pupils entitled to extra funding to support their learning and development

SLT: Speech and Language Therapy

EP: Educational Psychologist

TOD: Teacher of the Deaf

PE: Physical Education

TAP: Targeted Action Plan

SEN: Special Educational Needs

KS1: Key Stage 1 (Infants)

Inclusion Manager: Individual who manages and monitors the provision for SEN pupils and monitors the inclusivity of the school

Letters and Sounds: Phonic scheme used at the Academy