



1. Breakdown of the school grant			
Category	Number	% of number on roll (311)	Amount
FSM	24 @ £1320	7.7%	£31,680
Services	1 @£300	0.3%	£300
Post LAC / R.O.	4 @2300	1.3%	£9,200
Total	29	9.3%	£41,180

2. Main Barriers to Educational Achievement
<p>In addition to being financially disadvantaged, many our children who qualify for Pupil Premium funding have other barriers to learning. 4 are on the SEN register at School Support level, which means they have had input from outside agencies to support their learning, additionally 3 children have had initial concerns registered and are monitored closely. 4 are either adopted, adopted from care or have a residence order, with associated emotional and social issues such as attachment disorder, anxiety and low self-esteem. 19 of our Pupil Premium children come from single-parent or split families, many of whom have experienced relatively turbulent and unstable home lives over the past year. This does impact on their readiness to learn and generally means that extra academic and pastoral support is required in order for them to access the curriculum at the same level as their peers.</p>

3. Details of spending plan for 2018-19			
Action	Rationale in relation to barriers	Cost	Planned impact
All support staff to receive emotional literacy training in the Autumn term via Sheffield West MAST.	Attachment disorder in conjunction with other emotional and social difficulties are relevant to many of our disadvantaged children; especially those adopted from care.	Nil	Staff are aware of the impact that trauma and attachment issues can have on children’s physical, emotional and psychological development. Staff will be better placed to support affected children through their improved background knowledge and will have practical strategies to help children cope with day to day school life. The impact of this action will be measured by analysing the incidents which are recorded on the school’s behaviour log.
Closing the attainment gap for disadvantaged pupils is to remain a broader priority for the school. All teachers to keep a Disadvantaged Pupil log using our secure CPOMs system to conform to GDPR regulations.	Even though our disadvantaged pupils have historically achieved well (higher than national other pupils) there remains an attainment gap at the end of KS1 and KS2.	Nil	All stakeholders are aware that this remains a high profile issue in school. Clear emphasis has put on both the academic and pastoral wellbeing of our disadvantaged pupils. Individual action logs for each and every disadvantaged child are in place for staff to record both formal and informal interventions which have taken place and to measure their effectiveness.

<p>Well-being Hub</p> <p>The development of a Well-being Hub in room within the original part of our school building to support our most vulnerable children.</p>	<p>A large proportion of our disadvantaged children are either SEN, post LAC or monitored within school as vulnerable. The Well-being Hub would be used to support their individual needs.</p>	<p>£4,000</p>	<p>Children will be able to use the Well-being Hub as a learning space during the school day to support their individual needs</p>
<p>MHSA Application Fee</p> <p>Application to be awarded the Mental Health Award for Schools.</p>	<p>19 children come from spilt parent families and 4 children meet the threshold for pupil premium plus. The associated emotional and social barriers that these children may face will contribute to the regulation of their mental health and well-being.</p>	<p>£300</p>	<p>Rigorous systems are implemented to support staff in delivering bespoke, high quality teaching and support for our most vulnerable children. Staff will complete CPD and be better able to make early identification of potential mental health issues and provide suitable support.</p>
<p>Jump Start Johnny</p>	<p>Combined music and dance resource to encourage healthy bodies and healthy minds.</p> <p>Within the programme children can access mindfulness exercises to promote wellbeing.</p>	<p>£250</p>	<p>This programme is used daily with targeted groups and individuals to promote readiness for learning.</p>
<p>Disadvantaged families are supported financially by being offered the following discounts</p> <ul style="list-style-type: none"> · A 50% reduction in the cost of all school trips. · A 75% reduction in the cost of school residential trips. · One free after school club per year (eg free football coaching sessions for one term per year). 	<p>Talking to disadvantaged parents has informed us that they find it difficult to contribute towards the cost of trips and visits.</p> <p>Analysis of uptake of extra-curricular activities has shown that fewer disadvantaged children participate in these activities than their non-disadvantaged peers (although this has gradually increased in recent years).</p>	<p>£2,000</p>	<p>Disadvantaged pupils continue to have improved access to wider enriching experiences, promoting positive attitudes to learning and school in general.</p> <p>The impact of this action will be measured by looking at teachers' DA pupil logs, as well as analysing participation in extra-curricular activities. Specific children and families will be targeted with the aiming of increasing the % of DA children accessing free extra curricular club provision from last year's figure of 70%</p>
<p>Specific TA support</p>	<p>Several of our looked after children have complex emotional needs and require extra support during lessons and playtimes to ensure their academic and pastoral wellbeing.</p>	<p>£4,500</p>	<p>The children are better able to access the mainstream learning environment, access the curriculum and integrate with their peers. Social and emotional development will be encouraged through specific 1:1 and small group work.</p>

Provision mapping for increased general TA support to run specific focus groups in English and Maths, which support quality first teaching thorough gap analysis and pre-teaching	Experience has shown us that high quality TA support in each class, when deployed effectively, has a positive impact on the progress of disadvantaged pupils as well as other vulnerable groups. This was observed by Ofsted in their July 2015 inspection.	£20,000	Through a rigorous programme of adaptive teaching, which includes pre-assessment, gap analysis and pre-teaching, disadvantaged children are able to access the Quality First teaching in their respective classes and make accelerated progress. Ultimately, this should close the attainment gap over time.
Improving outside learning provision.	Renovation of our back yard and re-development of the trim tale on our front field to support positive play, physical well-being and social development.	£4,000	Enriched physical environment and provide interest and stimulation for children who may not have access to these facilities outside of school.
Appointment and development of a Well-being Champion.	19 children come from spilt parent families and 4 children meet the threshold for pupil premium plus. The associated emotional and social barriers that these children may face will contribute to the regulation of their mental health and well-being.	£3,000	The Well-being Champion will take the lead in the development of a culture of positive mental health at Totley through rigorous assessment, planning and implementation of bespoke provision to meet the needs of our most vulnerable children. They will promote positive attitudes towards mental health and work closely with all stakeholders to ensure a legacy of pastoral support.
High needs contingency fund	Contingency to support arrival of high needs pupil or current high needs pupils whose needs increase.	£2,130	Support for potential high needs pupils.