



1. Breakdown of the school grant			
Category	Number	% of number on roll (278)	Amount
Currently on FSM	19 @ £1300	6.8%	£24,700
Ever 6	4 @ £1300	1.4%	£5,200
Services	1 @£300	0.4%	£300
Post LAC / R.O.	5 @1900	1.2%	£9,500
Total	29	10.4%	£39,700

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. 5 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. 17 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 2017-18				
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.	Staff awareness has increased in relation to the emotional trauma that insecure attachments can cause. Strategies such as ‘time in’ and sensory soothing toys are now regularly used to de-escalate stressful situations for specific vulnerable children and the number of crisis incidents have reduced in both number and scale.

<p>Closing the attainment gap for disadvantaged pupils is to remain a broader priority for the school.</p> <p>All teachers to keep a Disadvantaged Pupil log</p>	<p>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.</p>	<p>Nil</p>	<p>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>	<p>This continues to be a priority area in school when it comes to tracking pupil attainment and progress. At the end of KS2, progress for DA pupils was broadly in line with national DA pupils for reading, above for maths and significantly above in writing. 100% of DA pupils achieved the combined measure for attainment. Throughout the rest of KS2, only 2 DA pupils did not meet their combined target (1 in Y3 and 1 in Y5). In KS1 at Y2, none of the 3 DA pupils achieved the combined measure, although 2 of these children are also on the SEND register.</p>
<p>Mini Sensory Gym purchased.</p>	<p>It is common for children with attachment disorder to have missed out on being rocked as infants due to neglect in the early years. Providing them with a plethora of sensory stimuli is a recognised strategy in helping them to deal with situations they find stressful.</p>	<p>£300</p>	<p>Children in school with attachment issues will have a physical outlet which is known to be therapeutic. The impact of this action will be measured by talking to the children about it and analysing the incidents which are recorded on the school's behaviour log.</p>	<p>Equipment has been purchased and includes various balance, bouncing and sensory stimuli. Sessions are timetabled in the hall, led by trained support staff. Crisis incidents have reduced in number and scale and children are working with greater independence.</p>
<p>Sensory enrichment toolkit.</p>	<p>Several of our disadvantaged children are on the ASD spectrum or have specific sensory underdevelopment.</p>	<p>£300</p>	<p>Access to sensory toolkit will support children during times of emotional stress. Children will be able to access self-soothing materials independently.</p>	<p>Individual pupils have access to various sensory items from weighted cushions and fiddle toys to soft blankets and reading cushions. Their ability to access the curriculum independently has increased.</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>JSJ is in daily use up from FS2 up to Y4. Y5 and Y6 engage in Wake and Shake activities. Feedback from children has been positive.</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>Analysis of the DA pupil logs has shown that the parents of DA children are consistently making the most of the financial incentives offered by school, including 73% taking up the offer of free extra-curricular activities.</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>£3,800</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>	<p>Specific children made strong progress against their PSED targets during the course of the year and continued to engage in whole class activities such as trips, PE lessons and assemblies to a greater extent than previously.</p>
<p>Provision mapping for increased general TA support to run specific focus groups in English and Maths, which support quality first teaching through gap analysis and pre-teaching</p>	<p>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.</p>	<p>£28,050</p>	<p>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.</p>	<p>DA pupils have been a priority at Pupil Progress meetings both in terms of their academic progress and pastoral wellbeing. Provision for these pupils has been adapted regularly to best meet their changing needs. Targeted support has maximised progress for DA pupils and continues to ensure that, over their time at the school, attainment differences when compared to both non-DA pupil and national others are diminished.</p>
<p>Development of Outdoor provision in EYFS to give enhanced learning opportunities to Disadvantaged Children.</p>	<p>Enhancement of EYFS outdoor learning environment to provide a wider range of physical and gross motor learning opportunities that otherwise disadvantaged children would not be able to access.</p>	<p>£5,000</p>	<p>Direct impact on quality of teaching and learning. More space and enhanced provision will promote a wider range of access to stimulating learning opportunities for physical and gross motor development. Improved outdoor provision will also enhance their social development.</p>	<p>EYFS outdoor provision has been significantly improved and now provides a more purposeful and challenging environment, not only to develop the physical aspects of the EYFS curriculum, but also as a setting in which the</p>

			Targeted Disadvantaged children throughout school will have access to the enhanced provision.	prime and specific areas can be delivered. 2017-18 GLD outcomes and the % of children exceeding the ELGs were the highest the school has seen.
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