

THAKEHAM PRIMARY SCHOOL

'Small School, Big Opportunities, Great Achievements'



Pupil Premium Strategy & Statement

Thakeham Primary School

2018-19

PUPIL PREMIUM STRATEGY 2018-19

Background to Pupil Premium

The government and research recognise that children who are from deprived backgrounds underachieve compared to their non-deprived peers. A government initiative is in place that provides extra funding for pupils who qualify in order to support schools to close the gap and enable pupils to reach their potential. The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period.

School Context

Thakeham Primary School is a smaller than average Primary School serving pupils aged between four and eleven years old from a wide rural/semi-rural catchment area including within the parish of Thakeham. Thakeham, Storrington, Sullington, Washington and Ashington are the main areas that pupils attend from. Our Pupil Admission Number is 15 per year group.

We have high expectations of all learning and teaching and pride ourselves on nurturing and celebrating each child's individual talents and skills to enable them to be happy, confident and resilient individuals with a passion for learning, inspired to achieve their very best. Our Super Learning Heroes encourage children to be:

- Positive, Persevering (Poppy);
- Co-operative Caring (Craig);
- Reflective, Reviewing (Ruby);
- Curious Questioning (Quinn)

These we feel are some of the key qualities of an effective learner. We expect everyone to receive the same high quality teaching and be a high learner irrespective of their sex, background or ethnicity.

Our School Evaluation Form and School Strategic Development Plans chart the improvements and initiatives implemented since our last Ofsted inspection in July 2018. We focus relentlessly on continual improvement for all. We belong to the STARS group of schools who together with the Chanctonbury group of schools provide support and challenge for each other. We are proactive in seeking external verification of aspects of learning and teaching and regularly invite County and external consultants to conduct school reviews on specific areas for improvement. This is an important part of our school development to further improve standards.

Needs Analysis, Objectives of Pupil Premium Spending and Provision

Barriers to children's progress and achievement

We currently have 17/102 (17%) pupils on roll who are entitled to Pupil Premium funding. The following barriers apply to some individuals within this vulnerable group:

We have identified a range of common barriers to learning that Pupil Premium children can experience. These include:

- weak speech, language and communication skills and other SEND
- difficulties with reading/writing/maths

- poor social skills
- lack of confidence
- more frequent behaviour difficulties
- attendance and punctuality issues
- less available support at home or ability to support
- complex family situations, sometimes with external services involved

Some of our children experience a combination of many of these issues and support is provided with individual needs in mind. At Thakeham Primary School this year we have experienced a significant increase in children who are eligible for Pupil Premium Funding, mainly due to migration of pupils into the school.

Our commitment to improving the opportunities and outcomes for these pupils is high. As with all our support and intervention, it is personalised to meet individual needs to help overcome barriers to enable children to flourish. This year, 7/17 (41%) of our Pupil Premium pupils also have SEND, further impacting on achievement. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Some children in receipt of Pupil Premium funding have different needs and may be more able. Through needs analysis we will ensure that the funding is used to further develop and enhance their skills, knowledge and understanding and provide support with enrichment activities. This year we do not have any pupils who fall into this category.

Our key objective in using the Pupil Premium Grant is targeted support to address individual pupil needs to narrow the gap between their achievement and that of other groups, particularly in English and Maths. A number are vulnerable and we aim to support their emotional development as this is also a barrier to learning. This support is provided in a variety of forms sometimes at different times of the year. Wherever possible the support chosen is linked to research relating to proven impact e.g. Provision typically could involve:

- small group work with an experienced teacher or TA focussed on overcoming gaps in learning
- 1:1 support
- additional teaching and learning opportunities provided through trained TAs or external agencies
- facilitating inter-agency working and meetings with parents
- acquiring effective materials aimed at raising standards, particularly in reading, writing and mathematics
- supporting children's social and emotional well-being as a pre-requisite for effective learning
- support with purchasing school uniform/equipment
- enabling access to educational visits and clubs

The impact of quality first teaching and learning (within the classroom) cannot be underestimated and so we will also use Pupil Premium funding to support whole class or whole school areas for development where relevant, thus having a positive impact on teaching and learning of targeted children and the wider school community.

Each year we set objectives for the use of Pupil Premium Grant and publish information on our school website to show how we have used this to address these objectives and the impact of the funding (see Pupil Premium Strategy Statement).

Impact of Pupil Premium funding is rigorously assessed through a variety of means including:

- tracking progress and achievement via Assessment for Learning techniques, Pupil Progress meetings and SIMS assessment system. This also enables us to identify gaps in learning and address these on an ongoing basis and so our objectives and funding may need to alter in response
- progress with reading/writing/maths/ILP targets
- observations of children and staff
- monitoring of lessons, pupil work and planning
- attendance data
- pupil voice
- reports from external agencies.

Roles & Responsibilities

The Inclusion Co-ordinator and the Headteacher will work together to ensure the Pupil Premium Grant is allocated according to the Pupil Premium Strategy Statement, its impact measured and evaluated regularly. Class teachers and Teaching Assistants will ensure they are aware of the Pupil Premium children in their class and ensure they support the Pupil Premium Strategy and Statement. The Governors will also play a lead role in monitoring this and hold the school to account. This information will be communicated via our school website.

Thakeham Primary School Pupil Premium Strategy Statement 2018-19

Intended provision	What is the evidence and rationale for this choice?	Who is responsible?	What is the cost?	What are the anticipated outcomes?	How much has been spent?
Quality of provision for all					
Reading/Writing/Spelling					
Read, Write Inc subscription	EEF evidence states phonic approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional 4 months' progress.	All teachers and TAs	£165	Improved outcomes and progress for reading and writing. To ensure secure teacher assessment decisions in reading and writing, to inform next steps in learning.	£165
HeadStart Reading/SPAG teacher support	EEF evidence states successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, providing an increase in progress of 6 months.		£210		£294.59
Oxford Reading Tree Assessment material	To further improve accuracy of teacher assessment in reading and writing.		£250		£183.40

RWI subscription enabled teachers to access high quality phonics resources and teaching materials. Teaching and learning for both phonics sessions and literacy sessions were supported by use of the HeadStart reading comprehension materials. Teachers used the Oxford Reading Tree Assessment material to further support internally moderate both reading and writing evidence. We have seen a positive impact on reading outcomes and progress throughout the school.

Year Group	READING			
	Outcomes (All pupils)	Pupils Achieving Typical/Better progress (All pupils)	Pupil Premium Outcomes EXS+ SUM 2	Pupil Premium Pupils Achieving Typical/Better progress
	EXS+ SUM 2			
EYFS	11/15 (73%)		2/3 (66.7%)	3/3 (100%)
Y1	9/12 (75%)		2/2 (100%)	2/2 (100%)
Y2	12/15 (80%)		2/2 (100%)	2/2 (100%)
Y3	10/14 (71%)		0/1 (0%)	1/1 (100%)
Y4	17/17 (100%)		4/4 (100%)	4/4 (100%)
Y5	12/15 (80%)		0/1 (0%)	1/1 (100%)
Y6	10/11 (91%)		2/2 (100%)	2/2 (100%)

Mastery 'Maths No Problem' Text books	We are part of TRG4 Maths Mastery project as a STARS locality school. EEF evidence states there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress. 'Maths No Problem' is one of the DfE recommended textbook providers to support Mastery.	All teachers and TAs.	£119.88	By purchasing the recommended textbooks for Mastery for each classteacher, we hope to provide good models, strategies and examples for teaching and learning.	£119.88
HeadStart Maths teacher support books	Inspection copies of these resources indicate the potential of this resource in supporting Maths and problem solving and reasoning in particular.		£250	These textbooks are intended as an additional teaching, learning and assessment tool for each classteacher to draw on.	£202.50
Maths (Mastery) CPD courses	The course run by 'Maths No Problem' will be an invaluable source of CPD to support implementation of Mastery in EYFS. Other courses have been selected to support the Mastery Lead teacher, who will in turn cascade to other staff.	EYFS teacher and Maths Mastery Lead Teacher	£320	To improve progress and outcomes in Maths.	£320

Maths

Maths Mastery was introduced as a whole-school initiative (with the exception of Year 1/2 due to staffing changes). The resources purchased supported the effective implementation of the approach, especially as 'Maths No Problem' is a resource endorsed by the DfE. Where CPD was not available through the local Maths Hub for Mastery, EYFS teachers attended a course run by 'Maths No Problem' to support effective teaching and learning. Further CPD via the Maths Hub 'Embedding Mastery' will further support all teachers in this approach.

Year Group	MATHS			
	Outcomes (All pupils)	Pupils Achieving Typical/Better progress (All pupils)	Pupil Premium Outcomes EXS+ SUM 2	Pupil Premium Pupils Achieving Typical/Better progress
	EXS+ SUM 2			
EYFS	14/15 (93%)		3/3 (100%)	3/3 (100%)
Y1	9/12 (75%)		2/2 (100%)	2/2 (100%)
Y2	10/15 (67%)		2/2 (100%)	2/2 (100%)
Y3	11/14 (79%)		0/1 (0%)	1/1 (100%)
Y4	17/17 (100%)		4/4 (100%)	4/4 (100%)
Y5	12/15 (80%)		0/1 (0%)	0/1 (0%)
Y6	9/11 (82%)		1/2 (50%)	2/2 (100%)

Section spend:

£2,723.77

Targeted Support (Pupil Premium Specific)

Learning conversations/Coaching Coaching course	EEF evidence shows Metacognition and self-regulation approaches have consistently high levels of impact	All teachers, InCo & Headteacher	£1,432.40	Encouraging use of strategies to support metacognitive skills and independence linked to targets through a 1:1 Learning Conversation approach.	£1438.40
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This was a new approach and initiative for our school introduced this year, linked to CPD attended by the Headteacher and Inclusion Leader on Coaching and Metacognition. Strategies were trialled and refined during and at the end of the year both in terms of approach and impact. Classteachers met with Pupil Premium pupils in the spring and summer terms to identify barriers to learning/targets to support either specific areas of learning and or key aspects of learning characteristics/behaviours, often linked to our Super Learning Heroes. Once key targets were devised the classteacher supported pupils with these in class and also reviewed these formally with the pupils on a 1:1 basis at the end of each term. Both children and teachers found this targeted support and feedback helpful, especially from Year 1 to Year 6.

Spring Review:

EYFS: 3/3 pupils met all their targets, all of which were linked to our Super Learning Hero characteristics and growth mindset.

"I can do this now because I can solve problems."

"I help at home and I am kind to my friends in school, I'm always a Co-operative, Caring Craig."

Year 1: 2/2 pupils met all 3 targets which were linked to listening, concentration, developing ideas for writing, counting and addition/subtraction facts.

"I sit next to people who will help me learn and to help me make the right choice."

Year 2: 1 pupil met all 3 targets; 1 pupil met 2/3 targets. Targets were linked to blending sounds to support reading/writing, organisation and approach to work, use of finger spaces, full stops, correct formation of numbers and number sentences.

Year 3: 1 pupil met all 3 targets; 1 pupil met 2/3 targets. Targets were linked to size and neatness of handwriting, correctly forming numbers, sounding out CCVC words, use of procedural variation (applying knowledge), focus and concentration during teaching inputs.

Year 4: 1 pupil met 2/2 targets, 2 pupils met 2/3 targets, 1 pupil met 1/2 targets. Targets were linked to neatness of handwriting and presentation, being confident at participating in class – asking and answering questions, focus and concentration during teaching inputs, reflecting and applying maths and spelling strategies and times tables.

Year 5: 2/2 pupils met all 3 targets. Targets were linked to proof reading, high level of behaviour, reading maths instructions carefully, bedtime routines, concentration and focus in learning and applying spelling rules.

“I am reading questions carefully. I’m not rushing. I’m reading at a slower pace.”

Year 6: 1 pupil met 2/3 targets 1 pupil met 3/3 targets. Targets were linked to accuracy measuring angles, confidence with asking questions, recognising and celebrating their achievements, focus and concentration in learning, applying known spelling patterns and rules and reading regularly at home.

Summer review:

This term targets were refined and 1 key target set and evaluated. During this term children scaled themselves at the beginning and end of the term in relation to the target to measure progress with the target. At the end of the year where targets were linked to Reading/Writing/Maths and children were predicted to achieve ARE, outcomes are reported in terms of age related expectations.

EYFS: The number of pupils reduced to 2 this class with 1 meeting their target and the other not meeting their target (pupil also has SEND). Targets were linked to Super Learning Hero Characteristics and reading. 1 pupil achieved GLD as targeted.

Year 1: 2/2 pupils met their targets. Targets were linked to handwriting speed, spelling/phonics. Increases in scaling +3 for 1 pupil and +2 for another pupil.

Both pupils achieved ARE in Writing and Maths (targets linked to these).

“I’m not guessing the words now, I sound them out if I don’t know or keep trying. I don’t rush.”

Year 2: 2/2 pupils met their targets. Targets were linked to writing stamina and spelling. Increases in scaling +3 for both pupils.

1 pupil (SEND) achieved ARE in Reading but not Writing. 1 pupil did not achieve ARE in Writing or Maths (targets linked to these).

Year 3: Only 1 pupil in summer term. The pupil achieved their target (reading CCVC words). Increase in scaling +5 for this pupil.

Year 4: 1 pupil achieved their target and 3 partially achieved their targets. Targets were linked to punctuation, handwriting and Maths problem solving. 2 pupils scaling increased by +2, 1 by +3 and another by +5. 2/3 pupils targeted to achieve ARE in Writing achieved this.

Year 5: Only 1 pupil remaining in this year group (also SEND) who did not meet their reading target (linked to home support).

Year 6: 1/2 pupils met their target. Targets were linked to spelling and grammar. 1 pupil achieved as targeted ARE in Reading/Writing/GPS/Maths. Increases in scaling +6 for 1 pupil and +4 for the other. The other pupil did not achieve ARE in Reading/Writing as targeted.

Targeted TA support	Sutton Trust (EEF) has shown that Teaching Assistants have most impact when their support is targeted to address individual clearly identifiable gaps in their learning. Using these as targets, children to receive small group/1:1 support both in class and out by skilled, experienced TAs.	All teachers and TAs.	£1,439.22	To enable pupils to meet specific, targeted objectives to accelerate progress, and overtime diminish the gap towards achieving age-rated expectations. To meet SALT objectives as per ILP.	£1439.22
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Both formal and informal lesson observations of Teaching Assistants by the Headteacher and Inclusion Co-ordinator throughout the year have confirmed the high quality support offered to pupils at Thakeham Primary School. Teaching Assistants have delivered a range of targeted interventions to pupils in receipt of the Pupil Premium Grant across the school. For pupils following the EYFS curriculum, Teaching Assistants have delivered interventions that have focused on the three prime areas as well as the specific areas of Literacy and Maths. To promote pupils' physical development, pupils have accessed a Jump Ahead programme that has improved their gross and fine motor skills. Assessments at the beginning and end of the intervention highlighted how all pupils were able to perform skills with greater control and co-ordination. Due to the positive impact of this intervention, it will continue in the autumn term. A number of pupils have regularly engaged in activities to support their social interactions. For example, pupils have had the opportunity to play games which have developed their turn-taking skills. All pupils have made progress and 2/3 pupils achieved GLD for Personal, Social and Emotional development. Teaching Assistants have worked closely with the Speech and Language Therapy Service and InCo to deliver regular programmes targeting pupils' expressive and receptive language skills. One pupil in Reception achieved all her targets and will be given new targets by the Speech Therapist at the start of the autumn term. Pupils have made good progress with their speech and language targets set by the Speech Therapist further up the school too. Progress with speech and language targets has also had a positive impact on pupils' social interactions and self-esteem. For those pupils in KS1, pupils have accessed high quality phonics teaching from knowledgeable Teaching Assistants. Pupils in receipt of Pupil Premium funding passed their Year 1 phonic screening check and those pupils in Year 2 achieved ARE in reading. In KS2, pupils have accessed a number of interventions throughout the year which have targeted gaps in Maths and English. In Year 6, one pupil achieved ARE in all areas assessed through SATs, whilst another pupil improved his standardised scores. Across all year groups, pupils have made good progress in Reading, Writing and Maths. 100% of pupils in receipt of funding achieved typical progress in reading, 93.3% achieved typical progress in writing and 93.3% achieved typical progress in Maths.

Intervention groups /post teaching intervention for Reading/Writing/Maths and Speech & Language Therapy support.	A highly qualified intervention teacher has been identified to deliver a range of interventions to address gaps in pupil understanding in Reading/Writing/Maths and provision of Speech and Language Therapy support. This targeting of specific objectives and pupils has proved to be effective in the past.	Intervention Teacher	£9,480	To enable pupils to meet specific, targeted objectives to accelerate progress, and overtime diminish the gap towards achieving age-rated expectations. To meet SALT objectives as per ILP.	£5,399.40
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The pupils have benefitted from working with a highly skilled and highly qualified intervention teacher. Pupils have worked towards specific targets that were based on detailed assessments at the start of the intervention. Pupils were assessed again at the end of the intervention and written results were carefully analysed. Results show that pupils made good progress and achieved many of the targets set. However, some objectives were only evident in focused tasks and pupils need to continue to work on them to generalise their use. Data has been used to identify which pupils will be targeted for 1:1 interventions in the autumn term.

YEAR GROUP	PUPIL	NUMBER OF TARGETS ACHIEVED	NUMBER OF TARGETS ACHIEVED DURING FOCUSED TASKS BUT NOT GENERALISED
Reception	Pupil A	8	3
Year 2	Pupil B Pupil C	10 2	0 8
Year 3	Pupil D Pupil E	3 10	7 2
Year 4	Pupil F Pupil G	5 3	2 4
Year 5	Pupil H	4	4
Year 6	Pupil I Pupil J	15 9	2 1

Social Skills Groups	<p>We have used this approach for 2 years and have built up expertise in a HLTA to deliver a tailored programme with positive impact.</p> <p>EEF evidence notes that 'focusing on social skills has an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.'</p>	HLTA All Teachers	£787.50	Through structured activities, pupils will focus on effective communication skills, e.g. starting, continuing and ending conversations. Class teachers will support pupils with transferring these skills into the classroom environment.	£787.50
Lego	<p>LEGO®-based therapy aims to develop social competence through the development of social skills. Collaborative play provides opportunities for children to practise skills such as turn-taking, listening, sharing ideas, communication, compromise, problem solving and shared attention. This intervention is led by a HLTA with specific Lego Therapy training.</p> <p>Children are motivated to participate in the group intervention because they are interested in building, and therefore they are more willing to work together as a group. The shared focus on building enables children to learn and practise social skills within a social environment they feel comfortable in.</p>			Through structured sessions, pupils will develop their verbal and non-verbal communication, turn-taking skills and collaborative problem solving.	

A number of pupils have accessed a regular social skills group. They have been fully involved in identifying personal areas for development as well as reflecting on progress made. Areas identified by pupils included: use of voice, starting and joining conversations and turn-taking. Activities were carefully selected to address the areas that pupils had highlighted. Pupils demonstrated a commitment to the group and were keen to develop their skills. They developed trust in one another and supported each other with the skills they found challenging. At the end of the intervention, every pupil thought that it had been a positive experience. All pupils felt that they had made progress with their targeted skills and could give examples of when they had used them in the classroom environment.

Pupils have accessed the Lego Therapy group to develop their social interactions as well as their listening and communication skills. Both pupil and teacher assessments at

the start and end of the intervention have shown that pupils are demonstrating a greater awareness of the importance of the skills targeted. Pupils have been encouraged to make links with their learning and apply strategies learnt in the intervention to the classroom environment.

Booster KS1	These sessions are run by the pupils' classteacher for pupils in Year 2 and 6 to help pupils secure key objectives identified through assessment as being in need of further support. The sessions provide further opportunities for pupils to apply their learning in a range of contexts.	Y2 classteacher	£1100.34	For pupils to achieve in line with their targets in Reading/Writing/Maths.	£1100.34
Booster KS2		Y6 classteacher	£1327.20		£1352.04
<p>Booster KS1 (NB 1 pupil SEND):</p> <ul style="list-style-type: none"> • 2/2 (100%) achieved 'expected' in Reading • 0/2 (0%) achieved 'expected' in Writing • 1/2 (50%) achieved 'expected' in Maths <p>Booster KS1 (NB 1 pupil SEND):</p> <ul style="list-style-type: none"> • 1/2 (50%) achieved 'expected' in Reading • 1/2 (50%) achieved 'expected' in Writing • 2/2 (100%) achieved 'expected' in Maths 					
Home-learning Club	<p>Some of our pupils have struggled with completing home-learning activities or have had persistent issues with handing in work late. This has affected their learning/embedding of key concepts and at times has impacted on their self-esteem. For some of these pupils circumstances at home are not conducive to learning.</p> <p>Home Learning club is provided for our Pupil Premium children in Year 2 to 6 and is run by a TA (retired teacher) who works in Y5/6, has high expectations and knows the children well. She liaises with teachers on content of home-learning and children's approach/progress. The pupils have access to support for their home-learning and a classroom</p>	TA	£438.75	For all pupils to complete their home-learning accurately and on time, with access to specialist support and resources.	£438.75

	environment with the appropriate resources available.				
<p>Five pupils accessed the Home Learning Club during the year which provided them with a quiet, supportive environment in which to complete their learning tasks. They were able to access support from the qualified teacher and resources that would not ordinarily be available at home. Children completing their home learning to a good standard throughout the year and were able to hand this in on time, raising their self-esteem and self-worth. The club allowed pupils to extend and consolidate class learning as well as some pre teaching. Liaison was effective between classteachers and the teacher leading the club. All pupils reported that they found the club opportunity very helpful with their learning.</p>					
Lunchtime emotional/social/learning support Mentor/Assistant	Modelling and teaching key social skills has been successful in other contexts. We intend to provide a Mentor/Assistant for 3 lunchtimes a week for an individual to support such skill development which can be applied more independently by the child in the future.	TA	£510 (17 weeks x 3 sessions)	To support a pupil with identified social/emotional needs to enjoy positive lunchtimes, being supported to develop key social skills.	£510
<p>The 1:1 Learning Mentor support accessed by an individual pupil has had a positive impact on his lunchtime experiences both in the lunch hall and in the playground. The Learning Mentor has modelled appropriate behaviour and been able to respond to incidents, both positive and negative, as they have occurred. After each session, the Learning Mentor reflected on the pupil's lunchtime and kept a detailed log of events. The log showed a significant drop in the number of incidents giving cause for concern over time. The pupil also reflected regularly on the impact of the support as part of his Pastoral Support Plan reviews. The Learning Mentor's input ensured not only positive playtimes for the pupil she was directly supporting but it also enhanced the playtime experience for his peers.</p>					
				Section spend:	£11,027.25
Enrichment and other Approaches					
Forest Schools	<p>The underlying philosophy of the Forest School approach supports our school vision and work on Super Learning Heroes (character/social/emotional learning). EEF has funded research into the links between a strong emotional 'foundation' for children and academic attainment. It is our belief that children learn best when they are happy, confident, resilient individuals who are prepared to 'take risks' with their learning.</p> <p>Many of our PP children face challenges in their learning at school and challenging circumstances at home. Sessions will be tailored to link with developing key skills in children</p>	Forest School Leader and Forest School Curriculum Leader	£1800	Pupils will demonstrate resilience and increased levels of confidence in themselves as independent learners and approach their learning positively (in line with our School Vision and Super Learning Heroes).	£1448

	to support self-esteem, confidence and perseverance which will aim for the children to transfer to their class based learning, though in our youngest class we are planning to develop a greater emphasis on outdoor learning to engage all.				
Pupils in each class benefitted from a block of 4/5 sessions. The children benefitted hugely during their forest school sessions. They were stimulated by the experience and across each session their self-belief, confidence, learning capacity, enthusiasm, communication, problem-solving skills and emotional well-being improved. Their experience has also led to the development of healthier lifestyles with more children choosing to be physically active in and around our forest school area. Resilience, team work and cooperation were key aspects that the children focused on, linking with our school values. The popularity of the sessions supported the establishment of an after school club also.					
Play Therapy	Your Space Therapies have been used at Thakeham for 2 years to support children with a wide variety of challenging emotional issues and have made a difference to the emotional well-being of our pupils. Some of our Pupil Premium pupils have received funded support through Early Help plans. However due to limited funding within the system, we have had to look to financially support access to Play Therapy for our Pupil Premium pupils ourselves.	Your Space Therapist, InCO, Headteacher	£540	To provide emotional support for a vulnerable pupil.	£540
We have used Your Space Therapies to support a range of pupils over the past few years with positive impact. In this case the sessions provided a place for an extremely vulnerable pupil to be seen and heard and discuss a number of deep rooted emotional issues. The sessions especially supported the pupil in terms of key safeguarding concerns. The therapist reported the child "has come a long way in terms of their ability to reflect on thoughts and feelings." The pupil "also can engage in reciprocal relationships and play in a way whereby they can tolerate not being the 'winner' and movement towards an 'I'm ok, you're ok position'....."Throughout our work(the pupil) valued the sessions very highly and used a range of creative mediums and imaginative play to express their inner world. (The pupil) was also able to reflect directly on real life events." Support for this pupil has continued with Children's Services funding further sessions across the year.					
Extra –Curricular Clubs	These provide opportunities for pupils to socialise with others and develop/extend skills in an after-school club that is of interest to them.	Club Leaders, School Secretary	£741	For pupils to attend a ½ term block of a school extra-curricular club without the barrier of access to sufficient funding. To benefit from the social aspects of being part of a club and to develop/extend skills and interest in a particular area.	£100
This opportunity was not as well advertised to parents and pupils as intended. 4 pupils accessed extra-curricular clubs including cookery and pottery. Children reported that they enjoyed the clubs and made things that they were happy with and that impressed their family. Many pupil premium pupils accessed a range of funded (by Sports Premium) clubs – see evaluation. Next year we will be meeting with relevant parents to discuss our club offer and provide written confirmation of this. We will also monitor uptake of the clubs more effectively.					

Educational visits and residential trips	For some pupils in receipt of Pupil Premium funding, voluntary contributions towards educational visits would prove challenging. To ensure access to these opportunities we will support funding for these.	Classteachers, School Secretary, SBM	£3105.45	For pupils to attend school educational visits without the barrier of access to sufficient funding.	£2,317.20
All pupils have spoken excitedly about the educational visits they have participated in this year. Pupils noted how they had visited new places and gained experiences that they possibly wouldn't have had unless they had visited places with the school. Pupils felt that the educational visits enhanced their understanding of their topics and specific classwork. For example, pupils spoke with interest about their trip to the mosque. Pupils have given positive feedback on visitors to the school. They all enjoyed watching and participating in experiments during the Science Day and were fully absorbed by the performance from the Rainbow Theatre. The Year 5 and Year 6 pupils enjoyed a wonderful few days away at PGL Windmill Hill. One pupil overcame anxieties and enjoyed his first time away from home. He described how he had participated in lots of new activities and will remember the trip forever! For many pupils these visits and opportunities were the only trips they had undertaken away from home.					
Uniform	This is intended to buy some articles of uniform for a vulnerable, pupil premium pupil.	Classteachers, InCo, Headteacher	£50	To ensure that the pupil feels part of our school and does not stand out from their peers due to the barrier of access to sufficient funds for uniform.	£13.50
This funding enabled us to buy a school top for a pupil, supporting his welfare/basic needs and self-esteem within the class/school.					
				Section spend:	£4,418.70
				Overall spend:	£18,169.72
				Carry forward	£6,996.07