

Pupil Premium Strategy Statement 2019/2020

1. Summary Information					
School	Rolls Crescent Primary School				
Academic Year	2019/20	Total PP budget	£262,072	Date of most recent PP Review	15/10/19
Total number of pupils	430	No. of Pupils eligible for PP	181 (42%)	Date for next internal review of this strategy	17/07/20

2. Attainment 2018/2019				Progress 2018/2019	
End of Key Stage 2 published data	Disadvantaged pupils	All Pupils	National 2019	Disadvantaged Pupils (National expectation is 0)	All Pupils (National expectation is 0)
Expected standard in RWM	46%	56%	65%	N/A	N/A
Expected standard in Reading	54%	65%	73%	Reading -0.82	Reading 0.3
Expected standard in Writing	62%	73%	78%	Writing -0.64	Writing 1.0
Expected standard in Maths	54%	71%	79%	Maths -0.13	Maths 0.8
Key of Stage 1 published data	Disadvantaged pupils	All Pupils	National 2019	EYFS Published data for GLD	
Expected standard in Reading	72%	65%	75%	Disadvantaged pupils	All Pupils
Expected standard in Writing	68%	61%	69%	50%	63%
Expected standard in Maths	72%	69%	76%		
Expected standard in Y1 Phonics	92%	86%	82%		

3. Academic Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school such as poor oral language skills)	
A.	Many pupils, including PP pupils, and particularly PP boys, continue to demonstrate a lack of resilience and accountability, and have low aspirations/ expectations of themselves: these attitudes contribute to PP pupils not fulfilling their potential (at the expected or higher standards); this necessitates a highly skilled teaching team deployed strategically for maximum impact on pupils' achievement and, where relevant, trained and supported to meet pupils' pastoral needs.
B.	30% of our PP pupils have SEND; some of whom demonstrate a social, emotional and mental health barrier
C.	Many PP pupils lack the rich vocabulary and understanding that is needed to be drawn from within their own life experiences and have low Communication & Language skills.

External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Lack of wider opportunities and experiences to increase their knowledge, vocabulary, understanding of the world and cultural capital.
E.	High rates of Persistent Absence mean children are vulnerable and missing vital learning

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.1	The % of Y6 PP pupils working at the expected standard increases in reading, writing, maths and RWM combined; the gap between disadvantaged and non-disadvantaged is diminished at the end of KS2; the proportion of PP pupils achieving the higher standard continues to rise.	By the end of KS2: pupils eligible for PP make progress which is in line with that of non- disadvantaged pupils; the proportion of PP pupils achieving the expected standard in reading, writing and maths combined is in line with that of all pupils; the proportion of PP pupils achieving the higher standard is increased.
A.2	PP pupils' progress in Reading, Writing and Maths is improved and is closer to national expectations.	Progress of disadvantaged pupils in Reading, Writing and Maths is in line with that of their peers and national expectations.
A.3	The % of PP pupils achieving the expected standard in Phonics is close to national expectations, and the gap identified at the end of EYFS is diminished.	Attainment of PP pupils in the Y1 Phonics check is in line with or closer to national expectations.
A.4	Attainment of PP pupils is raised in years 1 and 4 at the expected standard, and in years 1,3,4 and 5.	Attainment of PP pupils improves in the year groups identified.
A.5.	Attainment of PP boys is raised in reading, writing and Maths throughout the school, and in particular in years 1, 2, 4, 5 and 6.	Gender gap is diminished and PP boys' attainment improves, particularly in the year groups identified.
B.1	PP pupils with SEND, including those with SEMH barriers to learning, are given opportunities to support their academic, personal, social and pastoral needs and help them achieve appropriate personal targets.	PP pupils with SEND, including those with SEMH barriers to learning, are appropriately supported, make progress personally, socially and academically, and achieve individual targets.
B2	Early identification of PP pupils requiring a range of social and wellbeing services will be tracked and monitored and strategies put in place.	Pupils eligible for PP receive support and early intervention appropriate to their needs and in line with SEMH best practice.
C	PP pupils with limited vocabulary are identified early and a focus on Communication and Language ELGs from Nursery accelerates their progress.	Pupils eligible for PP who have vocabulary beneath age-related expectations will receive intervention to improve their Communication and Language skills. PP pupils who are identified as having severe speech and language challenges access specialist support.
D	Attendance of PP pupils, including PP pupils with SEND, improves, and PA reduces, through strengthened engagement with family support and attendance teams. Attendance of individuals with high levels of PA is monitored and PA reduces and attendance increases as a result of school intervention, encouragement and support.	PA of PP pupils, including PP pupils with SEND, is reduced. Parents of pupils eligible for the grant engage with the school attendance, family support and pastoral teams so that pupils' needs are met.
E	Wider opportunities will be provided to improve oracy, knowledge and cultural capital, e.g. educational trips, inspirational speakers, experience of working environments, opportunities to play musical instruments, theatre trips, sporting opportunities	Pupils' oracy, general knowledge and aspiration improve and this is demonstrated in improved SATs results and end of unit assessments in the broader curriculum.

5. Planned expenditure						
Academic year	2019/20					
The areas below demonstrate how we are using the pupil premium to improve classroom pedagogy, support whole school strategies and provide targeted support.						
Quality of teaching for all						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
<p>A1. The % of Y6 PP pupils working at the expected standard increases in reading, writing and maths; the gap between disadvantaged and non-disadvantaged pupils is diminished at the end of KS2, and the proportion of PP pupils achieving the higher standard is raised.(Linked to SIP QE 3A).</p> <p>A2. PP pupils' progress is improved further and is closer to national and non-disadvantaged pupils.</p>	<p>1.Analysis of end of Y5 tests (and on-going tests in Y6) to identify curricular gaps.</p> <p>2.Identify PP pupils to target for accelerated progress to reach the expected or higher standards.</p> <p>3.Implement bespoke curriculum in autumn term for targeted PP pupils to address gaps in reading, writing and maths.</p> <p>4.Additional teaching staff in Y6 to reduce class sizes and ensure PP pupils are given additional support to make accelerated progress.</p> <p>5.Additional 0.8 Interventions teacher to work with targeted, underperforming PP pupils in English and Maths.</p> <p>6.Revised Y6 groupings to allow for more effective differentiation: SEN pupils will be taught by one member of staff for both English and Maths, and the remaining pupils will be grouped according to ability and taught by CTs specialising in English or Maths.</p> <p>7.Rigorous monitoring of PP pupils' progress.</p> <p>8.Rigorous book scrutiny, particularly of PP pupils targeted for the expected or higher standards.</p> <p>9.Interventions for underperforming PP pupils from the Y6 CTs and the Maths SL.</p> <p>10.After-school tuition & assembly interventions from Y6 team and Maths SL</p> <p>11.HOS Guided Reading intervention</p> <p>12.HOS Arithmetic intervention</p> <p>13.Peer support for Y6 English interventions CT from the SL</p> <p>14.Maths & English CPD from the Maths and English Leaders to enhance teaching skills.</p>	<p>Attainment in the end of KS2 2019 SATs tests was below national in reading, writing, maths and combined attainment, for all pupils, including PP pupils.</p> <p>We are committed to raising the attainment of PP pupils and diminishing the gaps to ensure PP pupils achieve in line with their non-disadvantaged peers at the expected and higher standards.</p> <p>Additional staffing had a significant impact on the progress PP pupils made and therefore this support is vital in supporting them to reach their potential and meet national expectations at the expected or higher standards or achieve a good progress score.</p>	<p>1.Weekly meetings between HOS and UKS2 PL to monitor progress of underperforming PP pupils and the impact of current provision on their progress.</p> <p>2. Half termly meetings with the Y6 team to review progress and provision and determine next steps.</p> <p>3. Close tracking and monitoring of Y6 attainment and progress data, particularly of targeted PP pupils.</p> <p>4. Tracking of intervention data of PP pupils to ensure progress is monitored and provision is adjusted as necessary.</p> <p>5. Experienced Maths and English leaders to attend CPD courses, disseminate information in school and lead in-school training.</p> <p>6.Collaborative work across the Trust to ensure best practice is shared in terms of raising attainment.</p>	<p>HOS</p> <p>UKS2 PL</p> <p>English SL</p> <p>Maths SL</p>	<p>Weekly with PL</p> <p>Half termly with Y6 Team and with CTs in Pupils Progress meetings.</p> <p>July 2020 following publication of attainment data.</p> <p>September 2020 following publication of and progress data.</p>	<p>See below for detailed spending plan breakdown</p>

<p>A.3 The % of PP pupils achieving the expected standard in Phonics is in line with/ close to national expectations (and the gap identified at the end of EYFS for the current Y1 pupils is diminished). (Linked to SIP QE 3d)</p>	<ul style="list-style-type: none"> • Summer holiday packs for targeted pupils from Reception. • Interventions x3/4 per week for targeted PP pupils starting in September led by specialist phonics TA. • Regular testing, gap analysis and teaching to fill the gaps. • ABRA and Nessy interventions. 	<ul style="list-style-type: none"> • The interventions carried out by the TA with specific Phonics expertise were highly successful and resulted in a significant rise (of 7% from 79% to 86%) in our end of year results. All pupils involved made accelerated progress, and PP pupils out-performed all pupils by 6% achieving 92%. • Nessy program continues to be successful in supporting underperforming PP pupils to make progress with gaps in phonic knowledge. The program supports the phonics interventions carried out by TAs; this should continue as one of our strategies as some PP pupils respond well to computer-based learning. 	<p>HOS and KS1 PL will closely track and monitor the progress of all Y1 pupils, particularly those eligible for PP, to ensure standards are in line with or as close to national as possible.</p>	<p>HOS KS1 PLs</p>	<p>July 2020.</p>	<p>See below for detailed spending plan breakdown.</p>
<p>A4. Attainment of PP pupils in Years 3, 4 & 5 is raised. (Linked to SIP QE 3g)</p>	<ul style="list-style-type: none"> • Transition meetings with previous year's teacher to discuss: curricular gaps identified in the end of assessments; PP pupils who could be targeted to achieve expected or exceeding levels; PP pupils to be kept on track throughout KS2 to ensure they make the progress to remain at expected or exceeding levels. • Lesson study opportunities for staff focusing on English and Maths for every year group. • Book conferences/ work scrutiny focused on PP pupils. • PP pupils are focus of pupil progress meetings with SLT. • Team teaching led by Maths and English leaders • CPD from English & Maths Leaders to enhance teaching and assessment • Introduce Maths No Problem in Y6 and provide resources and training for relevant teachers. 	<p>Attainment has dipped for some pupils, including PP pupils, in these year groups since the end of KS1 and we need to ensure we target underperforming PP pupils (at the expected and higher levels) to get them back on track and continue to support them to make expected progress from their end of KS1 results. The Maths and English SL s working with Y3,4 & 5 CTs will help to raise standards and prepare the pupils well for Y6. Maths No Problem has proven to be an effective approach to developing pupils' reasoning in Maths and raising standards in Years 1-5.</p>	<p>HOS and Maths & English Leaders will track and monitor achievement in Years 3-5 with a specific focus on maintaining attainment from KS1.</p> <p>HOS and Maths Leader will monitor the impact of introducing Maths No Problem in to Y6.</p>	<p>HOS UKS2 PL LKS2 PL</p>	<p>July 2020.</p>	<p>See below for detailed spending plan breakdown.</p>

<p>A5. Attainment of PP boys in reading, writing and Maths is raised (particularly in years 1, 2, 4, 5 and 6). (Linked to SIP QE 3e, 3f)</p>	<ul style="list-style-type: none"> • Introduction of new Pathways to Write scheme throughout the school. • Boys' attainment (specifically attainment of PP boys) will be rigorously tracked and monitored. • Interventions will be put in place for underperforming PP boys and PP boys targeted to achieve the expected or exceeding levels. • Topics and class texts will be reviewed to ensure they are sufficiently engaging. • Pupil voice will be carried out to gather views on current topics and suggestions for improvement. • Trained TAs will carry out a reading intervention in Y3 aimed at raising boys' attainment. • Use of Vocabulary Ninja to inspire and develop vocabulary in boy friendly way. • The Phonic knowledge of new PP pupils will be assessed and intervention put in place if necessary to support reading skills. • Introduction of Times Tables Rock Stars to improve speedy recall of multiplication facts. 	<p>End of year school data revealed a gender gap demonstrating underperformance of boys in most year groups (currently in Y1, Y2, Y4, Y5 & Y6) in Reading, Writing and Maths. Some of our cohorts, particularly the current Y1, Y3 and Y4, have a significantly higher proportion of boys and we need to ensure we are focused on meeting their needs.</p>	<p>HOS, English and Maths Leaders and all Phase Leaders will monitor the attainment and progress of PP boys and work to ensure that the curriculum provided and the teaching strategies employed engage boys in their learning. Tracking data will evidence boys' progress in all subject areas.</p>	<p>HOS English SL Maths SL PLs</p>	<p>July 2020.</p>	<p>See below for detailed spending plan breakdown.</p>
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ii. Targeted Support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
<p>B1. PP pupils with SEND, including those with SEMH barriers to learning, are given opportunities to support their academic, personal, social and pastoral needs and help them achieve appropriate personal targets.</p>	<ol style="list-style-type: none"> 1.Continue with funding additional 1-1 support staff to maximise learning opportunities for all pupils, including specific 1-1 PP pupils. 2.Provision of supervision and support at break times, lunchtimes and at the end of the school 3.Continue the provision of a Nurture Group for a small minority of KS2 pupils, including PP pupils, and extend this successful to targeted KS1pupils who arrive at school unsettled and disrupt classes, to support their SEMH needs and their readiness to learn. 4.Pastoral programmes and targets for vulnerable PP pupils. 5.Further training (in-house from our Inclusion Lead or external CPD) for more of our Inclusion TAs to improve the quality of our pastoral support. Team Teach training extended to more staff and renewed for those whose training was 2 years ago. 6.Play therapy extended to support more PP pupils 	<p>*The provision of additional 1-1 support staff is essential in supporting vulnerable PP pupils to develop and manage their social and emotional skills and helps to provide a calmer school environment in which disruption to learning is kept to a minimum for other pupils. *1-1 supervision/ support at break time (or for a separate break time) has been successful for some of our vulnerable PP pupils and has reduced incidences of inappropriate behaviour- which can impact on the learning of all pupils. -Our Nurture provision is based on sound research by our Inclusion Manager. Strategies employed effectively support our vulnerable PP pupils settle into school at the start of the day and facilitate their</p>	<p>HOS and Inclusion Manager will monitor the impact of the provision and review regularly to ensure procedures are effective and are having impact.</p>	<p>HOS Inclusion Manager</p>	<p>Evaluation will be at the end of each term or intervention, through SEND review meetings, and in end of term data analysis. Child protection/ safeguarding plans will be reviewed regularly.</p>	<p>See below for spending plan breakdown.</p>

	<p>manage their emotions and issues and increase their readiness to focus on learning.</p> <p>7. Additional time from external agencies, eg. Ed Psychologist and speech therapist to enable more vulnerable PP pupils access support they need.</p>	<p>readiness to learn. Now well established in KS2, it can be extended to KS1</p> <p>- Support staff are an invaluable resource for our many new to English PP pupils and a provision we need to continue to ensure pupils settle quickly and are able to acquire English at an accelerated rate- therefore supporting them to make good progress from their starting points.</p> <p>-Team Teach training has proven to be highly effective in de-escalating situations in which vulnerable pupils are in crisis or unable to manage their emotions. It is also invaluable training for all staff as strategies for de- escalation are crucial in all classrooms and support the pastoral needs of all pupils, including PP pupils.</p> <p>-Play therapy has been very successful in supporting our most vulnerable pupils and extended provision would support more PP pupils to manage their emotions and issues and increase their readiness to focus on learning.</p> <p>-Additional time from external agencies is crucial in enabling the many vulnerable pupils we have in school access the support they need in a more timely manner, therefore supporting their ability to access learning more effectively and much sooner than otherwise would be the case. We have evidence of pupils responding well when appropriate provision is in place and therefore will continue to fund additional support.</p> <p>Many of our pupils enter school with very low communication and language skills, particularly in the EYFS, and additional speech therapists are vital in supporting our pupils develop their skills.</p>				
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<p>B2.Early identification of PP pupils requiring a range of social and wellbeing services will be tracked and monitored and strategies put in place.</p>	<ul style="list-style-type: none"> • The Family Support worker to provide parents/carers with support, advice, training and direction to specialist services • To improve attendance of parents/carers, extend the variety of courses and the range of support we can offer by surveying interests/training needs and offer incentives to encourage participation in the courses and training we provide, e.g. free books and resources to support their child. • The Family Support Worker will continue to source new ideas for trips, courses, training, guest speakers and information for parents/carers and target more parents/ carers to increase involvement. Courses planned for this academic year include: Parent Gym, Time Out for Children with additional needs; Families Connect Care for the Family. The school nurse will continue to run drop-in sessions. Thursday coffee afternoons will have sessions on wellbeing, SRE education, children's rights, reading strategies and changes in the curriculum. • We will continue to provide free breakfasts for vulnerable PP pupils and bagels for all pupils and families funded by the Magic Breakfast scheme. 	<p>*The Family Support worker role is invaluable in our school due to the impact support, advice, courses, training and direction to specialist services can have on improving the lives of our families, including those with children eligible for PP funding. *A healthy breakfast can support PP pupils with concentration and their readiness to learn in school. We will continue to target pupils for free breakfasts and source funding to continue with our free breakfast bagel provision to all our pupils and families.</p>	<p>HOS will liaise regularly with the Family Support worker to monitor and review the support given to parents/carers, the participation in courses and new ideas we can trial.</p>	<p>HOS Inclusion Manager</p>	<p>Termly Attainment data</p>	<p>See below for spending plan breakdown.</p>
<p>C.PP pupils with limited vocabulary are identified early and a focus on Communication and Language ELGs from Nursery accelerates their progress. (SIP QE 3p)</p>	<ul style="list-style-type: none"> • All pupils, including pupils eligible for PP, are monitored closely from entry to Nursery to assess their communication and language ability and their range of their vocabulary • Pupils who have below age-related expectations in Communication and Language ELGs are identified and targeted intervention put in place. • PP pupils with EAL will be given targeted support, where possible by the EMA staff as well as EYFS practitioners, so they quickly acquire essential vocabulary, feel able to express their basic needs and are able to access learning more effectively • PP pupils who are identified as having severe speech and language challenges will access specialist support. • Provision of INA Support staff to ensure pupils are settled and able to acquire English at an accelerated rate. 	<ul style="list-style-type: none"> • Effective communication and Language abilities and the acquisition of a wide range of vocabulary are key foundations to successful outcomes in Reading and Writing in EYFS and throughout KS1 & KS2. • INA Support staff are an invaluable resource for our many new to English PP pupils and a provision we need to continue to ensure pupils settle quickly and are able to acquire English at an accelerated rate- therefore supporting them to make good progress from their starting points. 	<p>PP pupils' progress and attainment, including that of PP pupils with EAL, will be monitored and tracked rigorously throughout EYFS by HOS and the EYFS PL. Impact of interventions led by EMAS and EYFS practitioners, including interventions based on Elklan training, will be monitored.</p>	<p>HOS EYFS PL English SLs</p>	<p>Termly July 2020</p>	

	<ul style="list-style-type: none"> • The Inclusion Manager, and the trained TA, will disseminate further Elklan training to all staff so they are better equipped to support pupils' speech and language needs; • EYFS staff will be trained in Wellcomm to ensure effective assessment of need and intervention can be provided for pupils, including PP pupils, with specific speech and language needs. 	<ul style="list-style-type: none"> • Elklan training for practitioners and bespoke support that is provided for pupils from Elklan trained staff has been highly successful across the LA. The Inclusion Leader is extremely positive about the training and the benefits it has had for our pupils. • Wellcomm is another highly regarded approach/ resource and is proving to be very successful in supporting practitioners to identify very specific needs, address them and accelerate the S&L development of our pupils. 				
<p>D.Attendance of PP pupils will increase, and PA will reduce, with strengthened engagement through family support. (SIP BA 3a, 3b)</p>	<ul style="list-style-type: none"> • Analysing attendance data to identify PA by Attendance officer and HOS. • Daily attendance monitoring and contact with parents/carers, e.g. first day phone calls, home visits • Support/ intervention from the Family Support Worker for vulnerable PP pupils and their families to facilitate improved attendance and punctuality. • Incentives and attendance certificates and rewards- introduce new incentives and rewards to maintain pupils' motivation, e.g. KS1 attendance party. • Free breakfast club for targeted PP pupils to support them being on time for school. 	<p>*Through analysing attendance, tracking data and supporting families with children who have PA, we have seen improvements in attendance and a reduction in unauthorised absence for most PP pupils.</p> <p>*Incentives and attendance rewards have motivated pupils to attend.</p> <p>*Daily attendance monitoring and contact with parents/carers has been an effective procedure and needs to be continued throughout this year. this academic year.</p>	HOS and Attendance officer to monitor attendance weekly and report overall figures to staff and pupils in assembly on a weekly basis. Termly data will be reported to governors. PA of PP pupils decreases.	HOS PIP team worker Attendance officer Family Support worker	Weekly monitoring of attendance and punctuality by class & whole school. Half termly tracking of PA. Termly tracking of overall attendance and of individual attendance.	See below for spending plan breakdown.
<p>E.Provision of Wider opportunities The aspirations and opportunities of families, including those with children eligible for PP, will be increased through wider opportunities provided by the school.</p>	<ul style="list-style-type: none"> • Subsidise a wide range of trips, guests and experiences that will inspire, educate, challenge and interest the pupils and increase their knowledge, skills and aspirations. • Provide a wider range of extra-curricular activities that will continue to broaden our PP pupils' experiences and open their minds to new interests that they may wish to take up. 	<p>*Trips, visits, guest visitors and school events subsidised by school enable many PP pupils to access opportunities and experiences that they may otherwise not have, and these opportunities are invaluable in increasing their knowledge, skills and aspirations.</p> <p>*We believe it is important to invest in developing our pupils' cultural capital and broaden our PP pupils' experiences and open their minds to new interests that may develop life-long skills e.g. playing a musical instrument or learning a new sport.</p>	HOS will monitor the range and quality of wider opportunities provided and gather feedback from pupils and staff involved as to their impact and effectiveness.	HOS Family Support worker	At the end of each term or activity provided.	See below for spending plan breakdown.
					Total	£262,072

Additional detail		
PP Spending Plan 2019-2020 (for 181 eligible pupils)	Brief Details	Amount
Outcomes 1 & 2 (Attainment and Progress & Raised standards in Maths and English)		
Outcome A	<p>Teaching Staff</p> <ul style="list-style-type: none"> • Additional Y6 support teacher to facilitate significantly lower class sizes and targeted interventions including eligible pupils (currently needed for a registration class due to spike year in Y6). • Additional 0.8 Y6 intervention teacher to support with underperforming PP pupils. • Additional EYFS 0.4 CT to support with underperforming PP pupils. • TA providing additional Phonics support. • CTs providing after school 1-1 tuition. • Pupil Progress meetings to discuss PP pupils' achievement. • Investment in Maths No Problem training to raise standards in Maths teaching and learning • Staff training in core subjects to improve quality first teaching. • Staff training to meet pupils' pastoral needs more effectively so vulnerable pupils are more able to focus on their learning. • Peer support from Maths Leader • Peer support from English Leaders <p>Management staff</p> <ul style="list-style-type: none"> • HOS management of PPG data analysis, planning support with PLs- 1/2 hour per week. • Inclusion Manager – intervention planning, supervision and training for intervention staff and reviewing PP pupil provision and outcomes. • HOS Guided Reading Intervention 1 hour per week • HOS Maths Intervention 40 mins per week • Phase Leaders release time for leading lesson study to enhance teaching and learning across the school <p>Other</p> <ul style="list-style-type: none"> • Funding for EY2P consultant to support with provision and raising standards • Additional spending on reading books in the EYFS to fund more phonics based and bi-lingual books • T3 Reach Reading Intervention 	£143,894

Outcomes B & C (Well-being, pastoral support, and Communication and Language)		
Additional Education Support Staff, training and resources.	<ul style="list-style-type: none"> • INA Support TA for KS1 & KS2 • Additional EAL support TA in EYFS • Additional 1-1 Inclusion TAs (one as deputy safeguarding lead) to support vulnerable PP pupils and facilitate Nurture Provision • Additional Educational Psychologist support • Additional Speech therapy support • Elklan training (Speech and Language support) for Inclusion Manager and TA • Wellcomm training and resources for EYFS/ KS1 staff • Team Teach Training • Bridgelea Pupil Referral Unit support • Play Therapy 	£68,119
Outcome D (Attendance and family Support)		
	<ul style="list-style-type: none"> • Family Support worker • Attendance officer • Parents in Partnership (PIP) team worker support • Parental Engagement Network meetings to support family support worker in engaging parents and providing courses and information • Breakfast Club Payment for 10 vulnerable PP pupils • Families Connect resources • Attendance Reward Scheme and cinema night incentives to motivate PP pupils. • Incentives/ awards to recognise achievement and good citizenship and badges for roles and responsibilities, school council, librarian, environmental, star of the week stickers, headteacher awards, gold star awards 	£33,366
Outcome E (Access to wider opportunities)		
	<ul style="list-style-type: none"> • Residential Trip Subsidies • Class Trip subsidies • Reach Out • Theatre visits and Theatre company productions in school • Additional extra-curricular Music Tuition in Steel band, guitar, African drumming and violin • Weekly children's newspapers from First News Ltd • Subsidised study guides • Xmas present and World Book Day Books 	£16,724
		Total
Total	£262,072 PP Grant	£262, 103

