

Pupil premium strategy statement:

1. Summary information					
School	Downs View Infant School				
Academic Year	2018/19	Total PP budget	April 2019- March 2020 £63,430 April 19 - Sept 19 £35,310	Date of most recent external PP Review	25 th November 2016
				Date of most recent internal PP Review	March 2019
Total number of pupils	263	Number of pupils eligible for PP	43 chn = 16.5% of cohort	Date for next internal review of this strategy	September 2019

2. Current attainment		
Attainment for: 2017-2018 end of KS1(20 children eligible for PP)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP Comparison between Downs View 'other' and National 'other'</i>
% achieving expected standard or above in reading, writing and maths	55%	DV 75.7% Nat 63.9%
% achieving expected standard or above in reading	70%	DV 81% Nat 79%
% achieving expected standard or above in writing	55%	DV 81.% Nat 74%
% achieving expected standard or above in maths	70%	DV 80% DV 80%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low levels of wellbeing and involvement – Some disadvantaged children have low levels of wellbeing and involvement slowing progress in all curriculum areas, low levels of resilience, confidence, self-esteem and poor mental health
B.	Oral language skills in Reception are lower for disadvantaged children. This slows reading progress in subsequent years
C.	Poor fine motor control is hindering progress of some disadvantaged children with their writing
D.	Poor speech and language skills – children have difficulty to articulating there ideas/needs and limited understanding of expectations and curriculum
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Low Attendance- This reduces school hours and can cause pupils to make limited progress towards end of year expectations.
F.	Family vulnerability – parental mental health issues Impacts on the children’s levels of wellbeing and involvement, social and emotional needs, attendance and parental engagement.

G.	Limited literacy support at home- children do not read at home or complete home learning tasks, slowing progress in English and lowering the child's personal expectations of their possible achievement.		
4. Desired outcomes			
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Evidence</i>
A.	Desired Outcomes: Disadvantaged children will have high levels of wellbeing and enjoyment and are able to access the curriculum and make at least expected progress from their baseline Measure: Wellbeing and involvement scores – Leuven scale	PP children with low levels of wellbeing and involvement will have high levels of wellbeing and involvement Pupils eligible for PP are able to access the curriculum and make at least expected progress from their baseline ie. EYFS at least 6 points progress Year 1 at least 4 points of progress Year 2 at least 6 points of progress	<ul style="list-style-type: none"> • Wellbeing and involvement scores for all children eligible for PP. • Termly Target Tracker data • End of year/Key stage data • Pupil progress minutes
B.	Desired outcome: Disadvantaged children's reading improves in line with other children nationally Measure: Target Tracker , Interim frameworks End of KS1 2017/18 data Downs View reading disadvantaged expected + 70% 2017/18 data National other expected + 79% Difference -9%	Pupils eligible for PP make better progress in reading so that their writing is influenced by this KS1 Phonic test target Pupils eligible for PP achieve 80% End of KS1 Target 2018/19 66% Pupils eligible for PP achieve at least expected in reading Pupils enjoy reading and can talk enthusiastically about a book they are enjoying	<ul style="list-style-type: none"> • End of KS1 reading data • End of EYFS reading data • Reading assessments • Pupil progress minutes • Termly Target Tracker data • Year 1 phonic screening test results
C.	Desired outcome: Disadvantaged children's writing improves in line with 'other' children nationally Measure: Target Tracker , Interim frameworks End of KS1 2017/18 data 2017/18 data Downs View writing disadvantaged expected + 55% 2017/18 data National other expected + 74% Difference -19%	Pupils eligible for PP write with confidence and enjoyment Pupils eligible for PP can achieve well in SPAG Pupils eligible for PP have good fine motor control impacting on handwriting End of KS1 Target 2018/19 66% Pupils eligible for PP achieve at least expected in writing	<ul style="list-style-type: none"> • End of KS1 writing data • End of EYFS writing data • Termly Target Tracker data • Work in books • Pupil progress minutes
D.	Desired outcome: Disadvantaged children's Maths improves in line with 'other' children nationally Measure: Target Tracker , Interim frameworks End of KS1 2017/18 data 2017/18 data Downs View writing disadvantaged expected + 70% 2017/18 data National other expected + 80% Difference -10%	Pupils eligible for PP will enjoy and feel confident when accessing the Maths curriculum Provision will be adapted to suit the needs of all individual needs. End of KS1 Target 2018/19 67% Pupils eligible for PP achieve at least expected in Maths	<ul style="list-style-type: none"> • End of KS1 Maths data • End of EYFS Number r data • Termly Target Tracker data • Work in books • Pupil progress minutes
E.	Desired outcome: PP children's speech and language skills improve Measure: Language Link scores	Pupils eligible for PP speech improves, children can be understood and articulation improves Language link scores improve End of Year 2018/19 Target The percentage of children requiring speech and language support reduces by 40%	<ul style="list-style-type: none"> • Language Link Scores • Speech Assessments

F.	<p>Desired Outcome: To close the attendance gap between the percentage of Pupil Premium and 'other' children</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP</p> <p>Attendance for Pupils eligible for PP is in at least 95% Lateness of Pupils eligible for PP improves</p> <p>End of Year 2018/19 Target The attendance difference between the percentage of Pupil Premium and 'other' children will have closed to 1.5% The 2017/18 figure difference was 2.48%</p>	<p>*Weekly/Termly attendance percentage data</p>
G.	<p>Desired outcomes: Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. Children attend breakfast club if required. Measure: wellbeing and involvement scores, Play therapy SDQ scores</p>	<p>Children retain more friendships Children need less support in class time to resolve friendship issues All children eat breakfast and have a good start to the school day</p> <p>End of Year Target 2018/19 0% of children have low levels of Wellbeing and involvement by the end of Term 6</p>	<ul style="list-style-type: none"> • Wellbeing and involvement scores for all children eligible for PP. • Progress from intervention groups supporting emotions and behaviour such as Lego therapy
H.	<p>Desired Outcomes: Parents of children eligible for PP are engaged in their children's learning, attend workshops delivered by school and have higher expectations for their children. Measure: Attendance at workshops</p>	<p>Parents of children who are eligible for PP are engaged in their children's education and support their children at home by assisting with home learning, attending workshops and listening to their children read regularly.</p>	<ul style="list-style-type: none"> • Workshop feedback forms and registers

5. Planned expenditure					
Academic year		2018/19			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. 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	Review March 2019
<p>Improve provision in class - speech and language – Strategies embedded to develop all children’s language/speech and communication skills. Greater confidence when reading and writing. Improved grammar.</p>	<p>Whole school training in how to improve pupil’s language. Introduce a whole school programme of study to develop language enrichment</p> <p>Use of the writing toolkit created by the EYFS leader across all year groups to support storytelling and writing.</p>	<p>There is ‘word gap’ that exists between disadvantaged children and their better off peers at age five, and there is evidence that shows this has a long term effect on educational outcomes. There a whole school approach to language is key to enrich language. The writing toolkit combines language through colour and and enables children to have the tools to be creative oral storytellers first and then provides the scaffold for sequencing their ideas and writing.</p>	<p>Monitoring of language in school- complete learning walks with a language and vocabulary focus.</p> <p>Looking at evidence in books Observing the use of the writing toolkit</p>	<p>English Leader DHT Inclusion leader</p>	<p>The Writing toolkit Evidence in books demonstrates that the progressive toolkit is being used across all year groups to enable children to develop their language, stimulate their imagination and structure their writing. Helicopter stories have been successfully introduced in EYFS to develop language acquisition and knowledge of story structure.</p> <p>Language Enrichment Observations have demonstrated the focus on language enrichment in all Year groups. Strengths in lessons include: <i>‘The rich vocabulary generated by the children and exposed to the children by yourself and the TA e.g. gliding, soaring, bounding, speedy, colourful’</i> <i>‘Use of music, film, drama and animal clips to engage and motivate and generate vocabulary’</i></p> <p>Data % PP chn on track to achieve at least expected in writing EYFS 50% , Yr 1 75%, Yr 2 58%</p>

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	Review March 2019
<p>A. PP children will have high levels of wellbeing and enjoyment and are able to access the curriculum and make at least expected progress from their baseline</p>	<p>Forest School</p>	<p>Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners. Forest School aims to develop, where appropriate, the physical, social, cognitive, linguistic, emotional, social and spiritual aspects of the learner. These principles of Forest School will provide children with opportunities that engage and enthuse and raise levels of wellbeing.</p>	<p>Monitoring of wellbeing and involvement scores Join in/observe Forest School session to monitor progress of individuals Discussion with Forest School Lead</p>	<p>PP champion Forest School Leader Forest school TA</p>	<p>Forest School 17 children eligible for PP have attended Forest School between Sept – March % of chn with improved levels of wellbeing and involvement since attending Forest School. Year 1 Term 1 10.8% - low levels of W&I Term 4 9.24% Year 2 Term 1 15.3% - low levels of W&I Term 4 3.6%</p>
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review March 2019
<p>B. Disadvantaged children's reading improves in line with other children nationally. End of KS1 Target 2018/19 66% Pupils eligible for PP achieve at least expected in reading</p>	<p>Volunteer helpers to read regularly read with children who are not supported with reading at home.</p>	<p>The more practise and opportunity children have to read the greater progress they will make. Through reading 1:1 with an adult and with personalised support this will help to build confidence and hopefully develop enjoyment for reading, and raise attainment and progress.</p>	<p>Teachers to monitor reading within class Discussions at pupil progress meetings.</p>	<p>All teachers</p>	<p>Between Sept – March 2019 10 reading volunteers have regularly listened to readers, with a focus on PP chn and those who do not read at home. Progress attained EYFS 3.3 points (ex 6pts at end of year) Year 1 1.2 points (ex 4pts at end of year) Year 2 2.8 points (ex 6pts at end of year) Any new volunteers for reading will be targeted at supporting children in Year 1 to accelerate progress rates.</p>

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review March 2019
<p>C. Disadvantaged Children's writing improves in line with 'other' children. Disadvantaged children's reading improves in line with other children nationally</p> <p>End of KS1 Target 2018/19 66% Pupils eligible for PP achieve at least expected in writing</p> <p>End of KS1 Target 2018/19 66% Pupils eligible for PP achieve at least expected in reading</p>	<p>Provision of the following targeted Interventions in class. SPAG ELS Phonics Fine motor</p>	<p>All of the interventions listed have been used as a strategy previously to accelerate progress for individual and groups of children with success.</p>	<p>Ensure trained staff lead intervention programmes supported by the inclusion leader. Observe sessions and monitor entry and exit data for the groups and individuals.</p>	<p>Inclusion leader Intervention TAs</p>	<p>Impact of Targeted interventions/support Targeted SPAG activities have been provided daily in KS1 classes</p> <p>Impact: % of PP chn on tracked to achieve expected in writing Year 1 57% Year 2 58% These activities will continue</p> <p>ELS 50% chn(2chn) eligible for PP are on track to achieve the expected standard at the end of KS1. This intervention is to continue in Term 4.</p> <p>Phonics intervention Yr 2 retakes(PP) 2.5 pts progress reading Yr 1 50%(2/4)of the PP chn are on track to achieve to the expected standard for reading and writing This intervention is to continue in Term 4.</p> <p>Fine Motor Daily fine motor activities are provided in class for chn to improve fine motor skills. This intervention is to continue in Term 4.</p>

<p>D. PP children's speech and language skills improve</p>	<p>1:1 speech support(1/2 20mins x per week) 1:1 language enrichment support (1/2 20mins x per week)</p>	<p>A personalised speech or language enrichment support programme will help the children with their communication, confidence and accessing the curriculum.</p>	<p>Liaise with outside agencies that may be involved. Continue with targets set by outside agencies if appropriate. Inclusion to lead planning of intervention support and monitor progress.</p>	<p>Inclusion leader Intervention TA</p>	<p>Review March 2019 Language enrichment (4 chn) support Impact Year 2 pp chn 3pts progress average in reading Speech support(4 chn) Year 1 pp chn 1pt progress average in reading This intervention is to continue in Term 4</p>
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<p>F. The attendance of disadvantaged children improves</p> <p>Target Difference between disadvantaged and 'other' pupils is</p>	<p>Strategies Adopted Include:</p> <p>Project 97 The FLO/ attendance officer will lead Project 97 and work with families whose attendance is below 97%.</p> <p>If travel is an issue for families they will be offered ways to help their child come to school. e.g. Collection of pupils Purchase of bus passes Taxi Fares</p> <p>Homes will be visited if children are absent without informing the school.</p> <p>Rewards for outstanding attendance – 97% and over including: Certificates Film and popcorn Forest School experience Weekly Attendance Ted and Punctuality Pup awards for best class punctuality and attendance.</p> <p>. Payment of places at breakfast club or 8.20 Club will be paid for to support coming in on time..</p>	<p>When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident.</p> <p>Supporting parents of children with low attendance helps to raise attendance. Providing means for children to get to school if alternatives are unavailable ensures that children get the education they are entitled to.</p>	<p>Attendance will be monitored weekly. Any absence will be addressed immediately.</p> <p>Rewards will be given out for 97% school attendance within a term and most improved attendance at the end of Terms 2, 4 and 6.</p>	<p>FLO/Attendance officer PP Champion HT</p>	<p>Review March 2019 Attendance data for disadvantaged pupils</p> <p>Term 1 93% Difference -3.6%</p> <p>Term 2 94.9% Difference – 1.6%</p> <p>Term 4 90% Difference 5.4%</p> <p>Strategies used from Sept - March Attendance meetings have been held with the HT/FLO for children with below 90% attendance figures. Outcomes of these meetings have included: Payment of breakfast club for 3 pupils to diminish lateness Payment of a bus pass to ensure regular attendance</p> <p>The FLO/SLT have also collected children to ensure that they are in school and visited homes when there is contact from parent when their child is absent. An attendance film/popcorn reward was held at the end of Term 2</p>
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<p>F. Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.</p>	<p>Art Therapy, Play Therapy and Socio-emotional groups including Lego Therapy and Targeted lunchtime play support.</p>	<p>Art therapy is a form of psychotherapy that uses art media as its primary mode of expression and communication. Within this context, art is used as a medium to address emotional issues which may be confusing and distressing. Play therapy provides a way for children to express their experiences and feelings through a natural, self-guided, self-healing process. As children's experiences and knowledge are often communicated through play, it becomes an important vehicle for them to know and accept themselves and others. Socio-emotional groups provide children with opportunities to develop their understanding of their feeling and how to express them appropriately with their peers.</p>	<p>Termly Progress meetings to discuss impact of the therapies</p> <p>Inclusion leader to liaise with therapists and monitor progress.</p> <p>Wellbeing and Involvement scores update and monitored termly by class teachers and wellbeing and involvement leader.</p>	<p>HT Inclusion leader Play, Art therapists</p>	<p><u>Review March 2019</u> Since September 2018 Play therapy has been provided to 1 child eligible for PP Art Therapy for 2 children eligible for PP Although these children have come to the end of their session continual emotional support is being provided.</p> <p>Two members of staff have attended Anxiety Training and Emotional Regulation which has been cascaded to staff to develop their knowledge and skills when dealing with emotions and behaviours.</p>
<p>G. Parents access the FLO for support in a range of areas including welfare, finance, health, attendance Parents of children eligible for PP are engaged in their children's learning, attend workshops delivered by school and have higher expectations for their children.</p>	<p>Employment of a FLO to provide support for families.</p>	<p>The role of the FLO is to assist in tackling underachievement by working in partnership with families, parents, carers and pupils in a school context to enable pupils, particularly the most disadvantaged, to have full access to educational opportunities and overcome barriers to learning and participation.</p>	<p>Regular updates with the FLO. Signposting of families so none are missed. Provision of training for parents e.g. workshops to see how children learn in school and parenting skills.</p>	<p>FLO HT DHT</p>	<p><u>Review March 2019</u> Since September the FLO has supported 41% (18/43) disadvantaged families within the school.</p> <p>Support has included</p> <ul style="list-style-type: none"> • Signposting to agencies for welfare support • Support with pupil attendance(see above) • Support with parenting strategies • Routines at home • Provision of uniform, food, school equipment • Support at appointments

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<p>Disadvantaged children will have high levels of wellbeing and enjoyment and are able to access the curriculum and make at least expected progress from their baseline</p>	<p>Payment of extracurricular club attendance for a term during the academic year</p> <p>Payment of school trips for disadvantaged children</p>	<p>There is strong evidence that extracurricular activities increase self-esteem and positive social behaviour among children. With greater self-esteem children will develop higher levels of wellbeing and involvement when learning at school.</p> <p>Payment of an extracurricular clubs will contribute to the improvement of confidence and self-esteem</p>	<p>Keep a record of the club attendance by all children eligible for pupil premium. Ensure through monitoring that all children are able to have the opportunity to attend a club that they are interested in attending.</p> <p>Administrator to send letters to disadvantaged families regarding payment of school trips. The Business manager is to ensure payment.</p>	<p>PP Champion Staff who lead a club Business manager</p>	<p>Review March 2019 Between September 2018 and March 2019 81%(25/31) children eligible for PP have attended an extra-curricular club in KS1 These clubs have included: Dance Tennis Football Lunchtime games EYFS will be able to access these clubs from Term 5 There have been no school trips so far this academic year. School trips for disadvantaged pupils in the remainder of the academic year will be paid for by pupil premium funding.</p>

Disadvantaged children will have high levels of wellbeing, enjoyment and good self esteem	Support with payment of uniform and equipment when required.	Children have higher levels of wellbeing and self-esteem when they are like their peers, for example wearing the correct uniform, have appropriate footwear	FLO to liaise with vulnerable families' signposting those families that require support. Teachers and TAs to signpost families to the FLO.	FLO Business manager Teachers and TAs	Review March 2019 Pupil premium funding has been used to buy shoes and uniform to ensure that children come to school equipped like their peers. W&I SCOREs % children eligible for PP with low levels of wellbeing and involvement Term 1 EYFS – 1 6.25% Year 1 – 1 8.3% Year 2 -2 11.7% Term 2 EYFS – 2 14.2% Year 1 – 3 20% Year 2 – 1 10% Term 3 EYFS – 2 20% Year 1 – 3 17.64 Year 2 – 1 12.5%
Review of expenditure					
Previous Academic Year: 2017/8					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost	
Quality First Teaching provision for all pupils	Whole school - Language for Thinking Training Language through colour to support learning in the classroom in the following areas: Understanding and using vocabulary Using sentence structure Understanding and using narrative	The EYFS leader used the basis of language through colour to create a writing toolkit to support language development and reluctant boy writers in the EYFS. This has resulted in a whole school approach to using the toolkit and with 77% of children in receipt of pupil premium achieving at least the expected standard at the end of the EYFS compared to 79 % 'other' children.	That this toolkit is an extremely effective strategy to use to develop confidence in reluctant writers and that it should be developed and adapted as a whole school approach next year. Results from EYFS research project in adapting language through colour to provide a writing toolkit2017/18 demonstrates the impact on progress and attainment. Data analysis at end of research project <ul style="list-style-type: none"> • 62% of children came in well below / below typical within writing • 41% of those children were reluctant writers • 27% made less than 6 points of progress from Baseline 	£490	

			<ul style="list-style-type: none"> • 46% made 6 points of progress from Baseline • 27% made 6+ points of progress from Baseline <p>Gender gaps diminished to bring differences in line with national figures:</p> <ul style="list-style-type: none"> • R- diminished by 5% Writing diminished by 2% 	
B Disadvantaged children's reading improves in line with other children nationally	Volunteer helpers to read regularly read with children who are not supported with reading at home.	Disadvantaged children get greater opportunity to read with adults in school, developing confidence and engagement in reading. End of 2018 reading for Pupil premium 70% Compared with 79% national 'other' Difference of -9%	To continue this strategy next year as the children build good relationships over the year with the volunteer helpers and are keen to read with them. They have the opportunity to compensate for missed reading at home.	£30 DBS check per volunteer Total cost £150
D. PP children's speech and language skills improve	1:1 speech support(1/2 20mins x per week) 1:1 language enrichment support (1/2 20mins x per week)	2017/18 data demonstrates the impact this support has on PP children. Year 1 average progress 4.2 pts(pp language) in reading (expected 4 pts) EYFS average progress 7 pts(pp language) in reading (expected 5 pts) Year 2 – 4/5 chn in language group made at least expected progress.	To continue this strategy as it enables PP children to make accelerated progress in reading.	TA – 80% of time £11,500
E. The attendance of disadvantaged children improves	Project 96 The FLO/ attendance officer will lead Project 96 and work with families whose attendance is below 96%. If travel is an issue for families they will be offered ways to help. Homes will be visited if children with a history of low attendance are absent. Change the attendance reward policy so that a greater number of children can be rewarded for	End of year attendance for disadvantaged children was 93.42% compared to 96.1% of 'other' pupils. Difference of -2.9%	The FLO is vital in her role at supporting vulnerable families to try to reduce the number of absences that disadvantaged children have. Even though their attendance was 93.42% it would probably have been lower without her support in bringing children to school. The rewards for outstanding attendance are to be changed in 2018/19 following the results of a school survey and a single equality group meeting.	Attendance medals Rewards FLO/attendance officer salary

	<p>outstanding attendance – 99% and over – change rewards given</p> <p>Term 2 stickers – film and popcorn</p> <p>Term 4 – Certificate and party</p> <p>Term 6 – Medal and Forest School</p>			
<p>F. Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.</p>	<p>Art Therapy, Play Therapy and Socio-emotional groups</p>	<p>Rising of levels of wellbeing and involvement. Development of resilience, confidence, self-esteem, social skills and strategies to manage behaviour.</p>	<p>These therapies are essential to supporting children with SEMH difficulties.</p>	<p>£6380</p>
<p>G. Parents of children eligible for PP are engaged in their children's learning, attend workshops delivered by school and have higher expectations for their children.</p>	<p>FLO support for families</p>	<p>The FLO's support with families has helped them to access resources, to help increase their involvement in the education and welfare of their children.</p>	<p>The FLO is a vital support for developing relationships with sometimes hard to engage families. This role will continue to be key in engaging hard to reach families in the next year.</p>	<p>£20,808</p>
<p>ii.Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact:.</p>	<p>Lessons learned</p>	<p>Cost</p>

Children attend extra-curricular clubs	Out of the dark/out of our tree Multi-skills Tennis Football Science Craft clubs	Rising of levels of wellbeing and involvement. Development of resilience, confidence, self-esteem, social skills and strategies to manage behaviour.	This strategy needs to continue to ensure these children receive experiences that challenge and develop resilience.	£900 £450 school trips
Development of resilience, confidence and self-esteem.	G&T children eligible for Pupil Premium to attend enrichment days in a range of curriculum areas.	Development of social skills, resilience and ability to face challenges. To build confidence, self-esteem and talents, raising children's own expectations and aspirations.	More opportunities like this would benefit children eligible for PP. Possibly provide these experiences in school if unavailable elsewhere. These creative experiences are wonderful opportunities for children to express themselves and their talents in the safety of a small group environment and develop confidence for the future. This strategy is to continue. See feedback forms for evidence of success.	£300
Children have the uniform/ equipment required.	Payment of equipment and uniform. Ensuring all children eligible for PP have the uniform/equipment required for school.	Equality for all. Children have higher levels of wellbeing and self-esteem and are able to access all areas of the curriculum.	To continue this strategy as it is currently managed.	£150
To reduce lateness and low attendance.	To pay for the attendance at Breakfast club for children eligible for PP	Attendance and has lateness improved for children. Levels of wellbeing have risen, greater engagement in learning and progress. Children are not hungry. Parents wellbeing is improving.	To continue this strategy as it is currently managed.	£200
The school to have its own Play Therapist to support the needs of vulnerable children.	Play Therapist	This role is has been expanded – now qualified the play therapist supports 6 children with the social-emotional needs.	This role is key in our school to help support the wellbeing of individual children. This role needs to continue to support vulnerable children next academic year.	Salary- £3500

All children eligible for pupil premium funding attend educational visits	School educational visit payment	Additional pressures are not put on families. Attendance of educational visits improves wellbeing and involvement and stimulates curiosity and engagement in learning.	To continue this strategy as it is currently managed. To complete wellbeing and involvement scores for children eligible for PP before and after educational visits to monitor impact.	£540
Raising of low levels of wellbeing and involvement	One afternoon per week Forest school attendance	Wellbeing scores demonstrated that Forest School had a positive impact on levels of W&I. Social skills, confidence improved through attendance.	To continue this strategy as it is currently managed.	Forest School Teacher-£5162

6. Additional detail

N/A