

1. Review of expenditure			
Previous Academic Year		2016-2017	
<b>Teaching Assistant Support</b> Wave 1 children Wave 2 children	Support provided by TAs for lower achieving pupils (not SEN) so that they can be enabled to fulfil their potential. Proportional cost. Includes support for literacy and numeracy. Includes provision for children who require TA support to manage their behaviour on the playground and in class	£12,200	We are in the fortunate position of being able to offer TA support in every class in the mornings. This is to support all children in their learning. Some of this time is allocated to children who are more vulnerable because of home circumstances. Some children are also offered 1:1 support to manage their behaviour in the playground and behaviour and personal care on trips and residential. This level of provision ensures all children are included and lessens the impact on other children in the school or in the class. (Assessment Information)
<b>Support Staff Training</b>	TA CPD which involves managing specific needs eg: autism, phonics, NVQ Level 3, de-escalation tactics	£750	This covers some of our staff training and has a positive impact on intervention and therefore academic progress it also enables staff to consistently manage the needs of all children (CPD records and evaluations)
<b>Teaching Staff Training and support</b>	Class teacher CPD 'closing the gap', 'Every School a Good School', Maths SJB Hub, Lesson Study, Pupil Progress Meetings, Smart Move. Course cost plus <b>supply cover</b>	£6,500	Specific CPD has enabled teachers to understand the challenges that disadvantaged children face and to remove barriers to learning through a pro-active approach to raising expectations and through targeted intervention (CPD records and evaluations)
<b>Group work by teacher</b>	Teacher to be employed part time to support children in Upper KS2 who are under attaining and support during SATs to promote well-being.	£6,600	This teacher worked with our less able Year 6 children, many of whom are in receipt of pupil premium, and also focussed on our disadvantaged more able ensuring that they reached their potential.
<b>Additional TA Support</b>	Additional emotional and social support is required in reception classes in order that children can be encouraged to develop self-care skills and independence. 1 temporary TAs has been appointed to facilitate this	£9,360	EYFS children entered the school with very low levels of self care and personal awareness. Through the use of additional TAs and strong leadership from the Foundation Stage Leader 73% of the cohort were assessed as demonstrating a good level of development at the end of KS1 showing expected and more than expected progress from their internally measured baselines Year Two children needed additional emotional and academic support due to low levels of ability and social issues. KS1 results reflect the positive impact this had 67% ARE maths reading and Writing (73% maths, 73 % Reading, 67% Writing) Additional support for transition to Year 3 was also available for this class. (Assessment Information)
<b>ELSA Support</b>	ELSA trained TA to work with specific children in order to support their social and emotional needs and promote good learning	£2,600	An experienced ELSA is employed two afternoons a week to work with specific children who have been identified as vulnerable either in terms of family situation or school circumstances. The ELSA keeps detailed records which show how children who have completed the programme have made emotional progress and find areas of schooling easier. (ELSA notes, Counsellor feedback, Educational Psychologist reports, CAHMs discussions)
<b>Friendly Groups</b>	An experienced TA four hours a week to supporting those children who need emotional and social support. (increase from estimate)	£2,550	Children are able to address friendship issues and barriers to them making friends within a safe environment. Before and after questionnaires and surveys show that the children recognise that they are more able to focus and attain in class when they are less worried about social and emotional issues. (TA notes)

<b>Transition Support</b>	To enable vulnerable children who move from our school to another setting to be supported through visits and communication of teachers	£1275	This was an area of challenge in 2015 as we had seven schools to communicate with. Reports from our two main secondaries and the SEN schools suggest that the majority of the children made a good transition and are thriving. The money enabled release time for teachers and SENCO to discuss the needs of children with heads of years and learning and also the organisation of additional accompanied visits for more vulnerable children
<b>Support for looked after children and post adoptive children</b>	Supply cost covered to ensure classteacher and SENCo can meet with Educational Psychologist, social workers and parents to prepare and discuss appropriate individual plans. (added to original estimate due to change in role)	£750	All affected children are included and settled with appropriate PEPs. (PEPs, Observation, Assessment information)
<b>Breakfast Club</b>	Provides early morning child care for working families or for families find it difficult to attend school on time. This enables the children to have the best possible start to the day. Proportional cost funded to ensure places available when required by vulnerable children	£950	Vulnerable children have benefitted from this and it ensures they begin the day in a calm and organised manner. It has also helped to alleviate some low attendance and lateness. (Attendance Figures, EWO notes)
<b>Snacks/ Breakfast for children in need</b>	Provides early morning child care for working families, enabling the children to have the best possible start to the day. Proportional cost funded to ensure places available when required by vulnerable children	£250	This is still used by some children and is an important aspect of what we offer.
<b>Trips</b>	Subsidies to the school trips/activities planned over the next academic year to enable children to participate in curriculum activities and residential visits	£3000	As an inclusive school we believe that all children should be able to participate in every learning experience offered. Our curriculum based school trips offer children experiences they may not otherwise have and learning opportunities which are further exploited in the classroom. While residential trips are optional no child is denied the opportunity to attend due to lack of funding. Every parent is informed that Mrs Good is available to discuss finances if necessary and more vulnerable families are directly approached offer assistance. (Trip registers)
<b>Swimming</b>	Subsidy to the costs of swimming lessons	£2000	We believe swimming is a life skill and children are not excluded on the basis of payment. (Swimming skills)
<b>Uniform and additional clothing</b>	To ensure children are dressed appropriately and feel part of the school culture and community	£200	A lot of uniform needs have been provided through donations and unclaimed lost property. This year we have provided trainers for children who would otherwise not be able to take part in PE and also kept an 'emergency' residential bag containing clothes, outerwear, towels and personal items that more vulnerable children may not be able to supply from home.
Approximate Cost Overall Met through pupil premium budget and school budget		£48,985	