

PUPIL PREMIUM STRATEGY STATEMENT

2018 - 2019

HOLBROOK PRIMARY SCHOOL

Pupil premium strategy statement (primary)

1. Summary information					
School	HOLBROOK PRIMARY SCHOOL				
Academic Year	2018/9	Total PP budget	£31680	Date of most recent PP Review	Sept 2018
Total number of pupils	420 in school (5% eligible for PP)	Number of pupils eligible for PP	22 pupils FSM – 2 and FSME - 20	Date for next internal review of this strategy	Sept 2019

2. Attainment				
Based on teacher assessments	2017		2018	
Key Stage 1	KS1 pupils eligible for PP - Holbrook	KS1 pupils not eligible for PP - Holbrook	KS1 pupils eligible for PP - Holbrook	KS1 pupils not eligible for PP - Holbrook
% achieving EXP or above READING at	83%	78%	100%	83%
% achieving EXP or above MATHS at KS1	67%	79%	100%	75%
% achieving EXP or above WRITING at KS1	50%	60%	100%	75%
% achieving EXP or above SCIENCE at	50%	87%	100%	92%
Key Stage 2	KS2 pupils eligible for PP Holbrook pupils (1)	KS2 pupils not eligible for PP- Holbrook pupils (5)	KS2 pupils eligible for PP- Holbrook pupils (6)	KS2 pupils not eligible for PP – Holbrook (53)
% achieving EXP or above READING at	100%	73%	67%	86%
% achieving EXP or above MATHS at KS2	100%	73%	50%	88%
% achieving EXP or above WRITING at KS2	100%	85%	33%	80%
% achieving EXP or above SCIENCE at	100%	90%	83%	80%
% achieving EXP or above in RWM at KS2	100%	67%	33%	77%

3. Progress KS1 - 2				
Key Stage 2	2017		2018	
	Pupils eligible for PP – Holbrook (1 pupil)	Pupils not eligible for PP – Holbrook (59 pupils)	Pupils eligible for PP – Holbrook (6 pupils)	Pupils not eligible for PP – Holbrook (53 pupils)
Value added READING and MATHS	- 3.1 (Scaled score)	1.1 (Scaled score)	- 0.7 (scaled score)	+1.5 (scaled score)
Value added READING, WRITING and MATHS	27% (EXS or above)	- 8%+ (EXS or above)	- 20% (EXS or above)	+9% (EXS or above)
4. Barriers to future attainment (for pupils eligible for PP)				
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>				
A.	Special Educational needs - 26% of PP on SEN register including 1 with EHCP (also LAC)			
B.	Relatively low starting point in KS1 (APS at end of KS1)			
C.	2 pupils with emotional/behavioural issues			
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>				
D.	Fewer enrichment opportunities for some of children eligible for PP			
E	Lower attendance for small number of PP pupils (One SEN/PP pupil currently attending part-time)			
5. Desired outcomes <i>(Desired outcomes and how they will</i>		Success criteria		
A.	To continue to improve progress and attainment of PP pupils in maths, writing and reading	<ul style="list-style-type: none">Trained staff lead successful intervention groupsData demonstrates good progress from entry pointsThe gap for attainment and progress between PP and not PP will continue to close in reading, writing and maths		
B.	All PP children will want and be able to attend school and be fully engaged with the curriculum	<ul style="list-style-type: none">Attendance for PP pupils consistently 96+%The curriculum is engaging and motivating for all PP pupilsIncreased opportunities for PP children to participate in enrichment opportunities		
C.	To promote a positive culture and ethos in which learning and behaviour thrive	<ul style="list-style-type: none">All PP pupils will have positive attitudes towards learningAll PP pupils will have high expectations for themselves		

D.	An increased number of parents apply for Pupil Premium funding, particularly in Years R, 1 and 2	<ul style="list-style-type: none"> Parents are fully informed and aware of Pupil Premium opportunities and are supported by the school in their application A greater number of children at Holbrook are awarded Pupil Premium funding in KS1
E.	Positive relationships are continually developing with all parents of PP children	<ul style="list-style-type: none"> Parents of PP children are fully informed about the opportunities and financial support available through Pupil Premium funding Parents of PP children regularly meet with the Inclusion leader and/or the Deputy Head

6. Planned expenditure					
Academic year		2018/9			
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					
1. 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?
To further develop the learning attitudes of the pupils, especially the most able	Focus in assemblies, PSHCE lessons and a general focus in classrooms	Ofsted inspection Feb 2017 Evidence from a small number of lesson observations	Observations in the classroom, learning walks and behaviour/attitude of children in lessons. Staff training opportunities	Inclusion Leader and KS2 Phase Leader/ Leadership Team	Half termly in Leadership Team meetings
To improve the progress and attainment of PP children in reading and writing	Whole school targets for writing with links between reading and writing. All teacher to have targeted objectives as part of their performance management relating to this for 2018/9	The end of year data has been analysed and key priorities for reading and writing have been chosen.	Whole school focus Focused training in staff meetings Monitoring to take place by the LT team and English subject leader and the English team	Leadership team English Leader + English team Staff – class teachers, TAs and LSAs	Termly data analysis of writing data from FLiC Ongoing scrutiny of boioks and planning through each term End of year assessments in writing Observations linking to performance management objectives

To improve the progress and attainment of PP children in maths	Whole school targets for maths All teacher to have targeted objectives as part of their performance management relating to this for 2018/9	The mastery approach promotes a better understanding of maths skills	Observations, work scrutiny and learning walks Use of ASP, Epods and FFTAspire data sources	Maths Leader and maths team/ Leadership Team Staff – class teachers, TAs and LSAs	Termly data analysis of maths data from FLIC (school assessment system) End of year assessments in maths
Total budgeted cost					-
i. 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
To improve attainment and progress in maths for Year 6 pupils	Maths booster groups in Year 6 8 children including 4 PP pupils taught weekly by an external maths teacher. This will take place from the Autumn term to enable greater	This has been really successful in the previous two years, having a positive impact on the confidence of the pupils in the groups and an improvement in their understanding in maths	These groups will be overseen by the DHT in liaison with the external maths teacher and regularly reviewing progress with the class	DHT	Review termly
Improve mathematical reasoning and questioning skills	Talk4Number – Year 3/4 x3 a week A number of Talk4maths groups have started this year in years 3 and 4. Group of 4 including 1 PP child.	This was a successful intervention last year. See impact data from previous year -Sandwell Early Numeracy assessments	This will be overseen by the INCo who trains and oversees the TAs delivering the intervention.	Inclusion lead	Review termly
To develop use of question words and narrative skills	Narrative Therapy - group tbc This is a well- structured programme for teaching question words and narrative skills	Progress will be made with narrative aspects of writing. (See impact data from previous year)	The Teaching Assistants delivering this intervention will liaise regularly with the Inclusion Leader and the class teachers.	Literacy teaching Assistant Inclusion Leader	Review termly
Improved progress and attainment in writing To develop composition and editing skills	1 st Class at writing – Y3/4 intervention to develop key skills of spelling, handwriting, grammar and punctuation through focused tasks and opportunities for sustained, independent writing (Pupils to be decided)	To target those pupils not making expected progress in writing skills – handwriting, spelling, grammar and punctuation.	The Literacy Teaching Assistant delivering the intervention will liaise regularly with the Inclusion Leader	Inclusion Leader	Review termly

To develop use of question words and narrative skills	Narrative Therapy - group tbc This is a well- structured programme for teaching question words and narrative skills	This spelling programme is aimed at increasing reading and spelling and uses topic related and high frequency words	The focus this year will be on those pupils needing intervention based on their standardised spelling scores.	Inclusion Leader	Review termly
To develop understanding of spelling rules	3 children including 1 PP (Y5/6)	Regular practice of spelling rules will help to improve spelling	The intervention will be tailored to the needs of the children.	Inclusion leader	Review termly
To develop knowledge of high frequency words	10 children inc 1 PP from (Y3/4) Weekly support	Regular practice of high frequency words will help to improve spelling	The intervention will be tailored to the needs of the children.	Inclusion leader	Review termly
To develop basic reading and writing skills for those working below A.R.E	Group of 4 children who are working below year group expectations including 1 PP (Pupils in Y3 – 5)	This session runs for those children working below age related expectations in their year group so that they can develop English skills appropriate to their stage of development	The Inclusion Leader runs this group with the support from 1:1 LSAs and she will review regularly the effectiveness of the group.	Inclusion Leader	On-going review
To improve the progress and attainment in writing of FSME, closing the gap between these pupils and their peers	This will consist of in class support and some out of class interventions. The Pupil Premium HLTA will run two groups: Fresh start (English support) with 4 PP children Y4/5 and She will also oversee WordShark spelling with 2 PP children in Y5 (x3 weekly).	To focus on those FSME pupils not making good progress in writing and spelling so that they can make accelerated progress.	The HLTA will meet regularly with the DHT to report on the progress of these children. The HLTA will also liaise regularly with the class teachers and the Inclusion lead for those also on the SEN register.	Deputy Head/ Inclusion leader	Review half termly
To improve the progress and attainment in maths of FSME, closing the gap between these pupils and their peers	Success @Arithmetic with 3 children including 1 PP Y5/6 There will also be 1:1 English and maths support for a PP child in Y1 and in class maths support for a PP child in Y4 (both on SEN register)	To focus on those FSME pupils not making good progress in maths so that they can make accelerated progress.	The HLTA will meet regularly with the DHT to report on the progress of these children and will also liaise regularly with the class teachers and the Inclusion lead for those also on the SEN register.	Inclusion Leader	On-going review

To provide support for pupils experiencing difficulties in learning due to social, emotional and behavioural problems.	Learning Mentor time provides support and guidance to help school pupils who are experiencing difficulties in learning due to emotional or behavioural problems. Throughout the year PP children will have access to this support as needed	Learning Mentor support can effectively break down barriers to learning for pupils who experience emotional or behavioural problems.	The Learning Mentor liaises regularly with the Inclusion Leader and the class teachers Impact has been seen in the classroom for example, an improvement in active learning tasks, organisation and presentation of work, accepting help with work, having friends and playing with others, ability to accept praise and showing pride in their achievements.	Learning Mentor Inclusion Lead	On-going review
To improve the self-esteem and well being of specific pupils	Rainbows - bereavement support for specific pupils. Throughout the year PP children will have access to this support as needed	Rainbows supports those children with bereavement, separation of parents etc.			
To develop social interaction skills	Kids Create group – will start this year if needs have been identified.	This group helps to develop children socially and emotionally.			
To support children in year 6 through the process of moving to Secondary school To support pupils with social and emotional issues	Transition groups in Year 6 – pupils to be selected for this group in the summer term. Groups for this will be decided in the Spring term.	This is an effective way of supporting children with the transition to Secondary school. This further supports the existing transition work covered in Year 6 with all pupils.	The Learning Mentor running the transition groups will liaise regularly with the Year 6 teachers and the Inclusion Leader to assess the impact for those pupils involved.	Learning Mentor Inclusion Lead	Review at the end of the summer term.
To support children with social and emotional issues	Lunch club – this is a club run during every lunchtime for those children that find lunchtimes really difficult. The club is run by the Learning Mentor. 6 inc 1 PP	This started last year and proved to be really successful.	The Learning Mentor liaises with the Inclusion Leader and the class teachers	Inclusion Leader	Review regularly

To support children with coping with their emotions.	Zones of regulation. 4 children including 1 PP children	Zones of Regulation supports children to develop emotional self-regulation skills. They learn to categorise all the different ways we feel and states of alertness we experience into four concrete zones. From this it helps them to develop strategies to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.	The Learning Mentor liaises regularly with the Inclusion Leader and the class teachers	Inclusion Leader	Review regularly
To develop improved social skills	Lego Therapy – group tbc A structured group intervention designed to help children learn and practise social skills. Teaching Assistant to run these	This had a positive impact of pupils last year and will benefit identified pupils this year.	This will run when needs have been identified	INCo	Review termly
To provide the opportunities for sensory activities for specific pupils	Sensory Circuits - 4 pupils for 30 minutes every day. PP pupils will be included when appropriate	Sensory circuits provide opportunities for multi-sensory processing and balance, vestibular stimulation to preparing the brain for availability for learning followed by calming activities	The LSAs working with the children will liaise regularly with the Inclusion Leader	Inclusion leader	Review termly
ii. 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	When will you review implementation?
To improve confidence, self-esteem, motivation and engagement	Variety of enrichment opportunities, cookery club, theatre trip, visit to Horsham library and Waterstones bookshop, trip to see QE11 nativity etc.	These activities will continue after a really positive impact again last year. Feedback from the children shows enjoyment and engagement with these opportunities.	Deputy Head to oversee and assess impact after every event	Deputy Head	Review on- going
Opportunity and support to complete home learning	Home Learning Club is for selected pupils from Years 4-6. It runs weekly during the lunchtime It is run by teaching assistants. Those attending to be decided by new class teachers.	The Home Learning Club has been introduced this year to support children who are unable to complete their home learning at home.	The club will be run by the Deputy Head who will encourage the children and track their progress.	Deputy Head	Review on-going

To enable all pupils to benefit from enrichment opportunities	Financial support for FSME pupils with funding for trips, workshops, residentials, sports' clubs, music lessons, swimming lessons etc.	Inclusion in all enrichment opportunities develops pupils' confidence, enjoyment and self-esteem	Discussion with class teachers, parents and the pupils	Deputy Head Admin Assistant	Review after every enrichment opportunity
To develop independence and social interaction skills. To develop greater engagement and motivation.	Forest Schools will hopefully re-start when we have someone to run the sessions. Group tbc	Children who have previously attended Forest school sessions have developed greater independence and social skills. They have been more engaged and motivated in the classroom.	Discussion with class teachers and parents.	DHT	Regularly reviewed.
To provide a healthy meal for a PP child twice a week	A PP child has a paid for hot meal twice a week.	This opportunity enables a child to have healthy meals every day at school.	Discussion with parents	DHT	Regularly reviewed.
To provide a variety of enrichment opportunities	Music tuition and sports classes	These opportunities enable PP children to develop their music and sporting abilities.	Discussion with parents and class teachers	DHT	Regularly reviewed.
To provide the opportunity for PP children to develop social skills	A number of children have attended the after school KidsLikeUs club.	These opportunities enable PP children to experience social situations enabling them to develop friendships and social skills.			
Development of enjoyment and engagement in reading and a love of books	Book-a-term scheme Pupils choose a book each term	This has a real impact on the pupils' interest and engagement in books and reading in the past. It has improved the willingness to read books and extend their choices.	Discussion with class teachers and parents	DHT and Admin Assistant	Regularly reviewed
Development of enjoyment and engagement in reading and a love of books Opportunity to visit the theatre	Visit to Horsham Capitol theatre to see Tom Gates Live on Stage in February 2019	The previous theatre trips have really inspired the children who attended and this has encouraged them to read more. They are also given a copy of the Tom Gates book	Discussion with class teachers and parents	DHT	Regularly reviewed

To develop interest and enjoyment in reading and books	Trip to Waterstones book shop and Horsham Library	This has a real impact on the pupils' interest and engagement in books and reading in the past. It has improved the willingness to read books and extend their choices.	This will be overseen by the Deputy Head and the Library Assistants taking the children will feedback following each trip.	Deputy Head and Library Assistants	Review after each trip
Development of basic maths skills and enjoyment of maths	Mathletics subscription – This is an engaging, supportive and targeted website linked to the national maths curriculum. Children can develop their maths skills through targeted games and activities.	Children enjoy using their Mathletics subscription to develop their maths skills in a fun and interactive way. The children can use their subscription to the website in school or at home.	This will be overseen by DHT.	Deputy Head	Review termly
Development of basic maths skills and enjoyment of maths	Mathletics Club for selected pupils in Years 3, 4, 5 and 6. It runs every Monday after school for 50 minutes. Mathletics Club for Year 1/2 pupils at lunchtime.	The Mathletics Club has been introduced this year to encourage the children to make the most use of their Mathletics subscription. This has been really popular and motivating.	The club will be run by the Deputy Head and an Admin assistant who will encourage the children and track their progress.	Deputy Head	Progress of the children will be on-going with an additional termly assessment.
To enable pupils to make develop their skills in the core subjects	Blue tooth keyboards provided for pupils who will benefit from this support Laptop provided for home use when appropriate Ipads provided for school use	Discussion with class teachers, parents, pupils and the Inclusion leader and following outside advice from external professionals i.e Educational Psychologist	Deputy Head will liaise with the class teachers and the Inclusion Leader	Deputy Head and Inclusion Leader for FSME pupils with SEND	Regularly reviewed

Key to colour coding:

Mathematical development	English and EAL development	Emotional, social and behavioural	Well- being and self- esteem	Sensory and physical development	Social and communication skills	Focused support/resources in identified areas i.e ICT
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7. Review of expenditure				
Previous Academic Year - 2017/8				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this	Cost
To promote a positive culture and ethos in which learning and behaviour thrive	Focus in assemblies, PSHCE lessons and a general focus in the classroom and around the school	The children are now much more aware of the school values through assemblies and a greater focus in the classroom. The values are now more evident from the children around the school. The School values awards have also helped to highlight those children demonstrating the school values.	The focus on the school values will continue through assemblies, PSHCE work and the School Values awards.	No additional cost
To improve the progress and attainment in writing so that all pupils, especially PP children make at least expected year on year progress	Whole school writing target with a particular focus on phonics and spelling, for all pupils, especially boys All teachers and TAs will have a writing target for their performance management	At the end of KS1 and KS2, all pupils' writing was above National averages. There was an increase in writing at the expected standard and for greater depth at the end of both KS1 and KS2. Progress in writing from KS1 → KS2 increased from 0.6 to +0.6. Phonics in Year 1 increased by 20% since 2017 and is now well above the National average.	The focus on writing will continue, in particular reducing the differences between boys' and girls' writing. Writing will continue to be a Performance Management focus for teachers where relevant for their class.	Cost of writing training with Shareen Mayers (Surrey English consultant) £1000

To continue to develop the mastery approach to teaching maths across the school so that all pupils, especially PP children make accelerated progress	White Rose maths plans for used from Years 1 – 6 EYFS – Early years curriculum (revised by Holbrook to meet the needs of pupils starting the Year 1 maths curriculum)	<p>Children achieving greater depth in maths at the end of KS1 has increased since 2017. Those achieving the expected standard at the end of KS1 has remained constant.</p> <p>At the end of KS2, pupils achieved above the National average. There was an increase for all pupils achieving the expected standard and an increase in boys achieving greater depth in maths.</p> <p>In the Year 6 maths test all pupils achieved above the National average.</p>	The development of maths mastery teaching has definitely had an impact on children's understanding in maths. We have also introduced new teaching resources linked to the mastery curriculum (Classroom Secrets) and this has also had a positive impact.	Classroom Secrets £288
li Targeted support				
To improve attainment and progress in maths for Year 6 pupils	Maths booster groups in Year 6. 14 children including 4 PP pupils taught weekly by an external maths teacher.	<p>7/14 pupils (including 4 PP) attending the maths booster classes were assessed as working at the expected standard at the end of year 6.</p> <p>The children all made progress and increased their confidence in maths.</p>	The successful maths booster groups will continue in 2018/9. There will be Year 5 and year 6 groups running in 208/9 as this will have the most impact.	<p>1:1 teacher 2 x 45 minute sessions a week for Autumn and Spring term</p> <p>£1500</p>
Improve mathematical reasoning and questioning skills	Talk4Number – Year 3/4 A number of Talk4maths groups have started this year in years 3 and 4. Group of 4 including 1 PP child.	<p>This group ran with 3 children (0 PP children as they were thought to be better suited to the 1st Class @ number)</p> <p>The children developed their understanding and confidence in basic maths skills.</p>	These groups will continue in 2018/9 targeting those children identified needing support in maths. GL online assessment used to identify children needing support).	GL online maths assessment package purchased for KS2 - £3000 (£2000 from PP funding and £1000 from maths/English budgets)
To improve basic maths skills	First Class@number 1 – Year 3 and 4 group of 7 including 2 PP children	<p>This intervention ran with 2 groups of 3 (6 pupils including 2 PP).</p> <p>The children developed their understanding and confidence in basic maths skills.</p>	These groups will continue in 2018/9 targeting those children identified needing support in maths. GL online maths assessment used to identify children needing support).	

To improve reading, spelling and writing skills	Get Writing programme - Year 3 group of 8 including 1 PP child Fresh Start – Year 4-6 group of 8 including 1 PP child.	This group ran as 4 children (inc 1 PP) All children made progress with their basic reading and writing skills. They also developed their confidence in reading and writing.	These groups will continue in 2018/9 targeting those children identified needing support in reading and writing. GL online assessment used to identify children needing support).	GL online spelling and reading assessment package purchased for KS2 - £3000 (£2000 from PP funding)
To develop use of question words and narrative skills	Narrative Therapy - group of 8 including 2 PP children This is a well- structured programme for teaching question words and narrative skills	This ran with 3 children (including 1 PP) All pupils attending this group improved their writing skills and confidence	This group will continue in 2018/9 as it has been successful.	No additional cost to TA time
Improved progress and attainment in writing To develop composition and editing skills	1 st Class at writing – Y3/4 intervention to develop key skills of spelling, handwriting, grammar and punctuation through focused tasks and opportunities for sustained, independent writing (Pupils to be decided – including 4 PP)	This ran with 4 children (including 2 PP) All pupils attending this group improved their writing skills and confidence	This will continue in 2018/9 when children have been identified as needing support	
To develop basic reading and writing skills	Group of 4 including 2 PP children – Y3 - 6	This has been a really successful intervention this year run by the Inclusion leader and LSAs. It has met the needs of a small group of children who are working below their age group expectations.	This will continue in 2018/9 so that the needs of the children working below their age group expectations can be met.	No additional cost to TA time
To improve spelling skills	S.N.I.P - Special Needs Information Press. 4 PP children in Year 6 and plans to start children in Year 5 Class Teaching Assistants will deliver this intervention.	This intervention has resulted in improved spelling for those children receiving the intervention.	This will continue in 2018/9	The GL spelling assessments will be used to identify children needing spelling support. (See above for cost)

To improve the progress and attainment in reading, writing and maths of FSME, closing the gap between these pupils and their peers	HLTA working 2 days a week with 12 PP pupils – 30 minutes per child 1:1 out of class and in class support. This support will focus on reading, writing or maths depending on the needs of the pupils.	The children receiving this 1:1 personalised support have made progress in either reading, writing, maths or a combination of subjects. They have also all gained in confidence and self-esteem.	In 2018/9, the HLTA will be used differently so that more children can benefit. Some support will be interventions involving up to 4 children and there will still be some targeted 1:1 support.	HLTA support 1 morning and 3 afternoons a week (10 hours) £3000
To provide support for pupils experiencing difficulties in learning due to social, emotional and behavioural problems.	Learning Mentor time provides support and guidance to help school pupils who are experiencing difficulties in learning due to emotional or behavioural problems.	Learning Mentor has provided support and guidance to help pupils who have experienced difficulties in learning due to emotional or behavioural reasons. Pupils have shown an improvement in active learning tasks, presentation of work, friendship issues, ability to accept praise and advice and showing a pride in their achievements.	This will continue in 2018/9 with a waiting list for those needing support. Level of need is always considered when prioritising pupils for this support.	Learning Mentor £3600
To improve the self-esteem and well being of specific pupils	Rainbows - bereavement support for specific pupils.	Rainbows has supported those pupils with home related issues such as bereavement, separation of parent. Pupils have greatly benefited from this support.	This will continue in 2018/9 with a waiting list for those needing support. Level of need is always considered when prioritising pupils for this support.	
To develop social interaction skills	Kids Create group – will start this year if needs have been identified.	No Kids Create groups have run this year as pupils have been supported in other ways.	This will take place in 2018/9 if the need arises	
To support children in year 6 through the process of moving to Secondary school with social and emotional issues	Transition groups in Year 6 – pupils to be selected for this group in the summer term.	This has been an effective way of supporting specific pupils with the transition to Secondary school	This will take place again in Summer 2019 for pupils that may find transition to Secondary difficult	
To support the more vulnerable children in school	Nature groups – 4 hours a week 5 pupils including 1 PP child	This group has been able to support pupils with a lower level of need than those receiving Learning Mentor support	This will take place in 2018/9 if the need arises	
To support children with coping with their emotions.	Children were identified as needing this intervention by class teachers /Inclusion leader	Zones of Regulation helped to support specific children to develop emotional self-regulation skills. This enabled them to manage their emotions more effectively in the classroom and at home, which helped them to focus on their learning.	This will run in 2018/9 with children identified as needing support. This has also been introduced across the school.	

To develop positive social interaction	Lego Club for Year 1 and 2 pupils – 30 mins weekly at lunchtime, run by 2 teaching assistants	Lego Club did not run this year as there was not a need identified	This will run in 2018/9 if the need arises	-
To develop improved social skills	Lego Therapy - A structured group intervention designed to help children learn and practise social skills. Teaching Assistant to run these sessions	The children developed their listening and decision-making skills. They worked together to agree rules taking on different roles in the sessions such as builder, supplier and engineer. They discovered the benefits of working together. They enjoyed the sessions and looked forward to them. The skills they developed helped them in class and they were able to show their improved social skills.	This will run again in 2018/9 when pupils have been identified for support.	No additional cost to TA time
To provide the opportunities for sensory activities for specific pupils	Sensory Circuits - 4 pupils for 30 minutes every day. PP pupils will be included when appropriate	This has provided sensory opportunities at the start of every day. The pupils enjoy these sessions and benefit from them.	This will continue in 2018/9 and an EYFS group is starting at 10.30 every day for selected pupils.	No additional cost
lii Other approaches				
To improve confidence, self-esteem, motivation and engagement	Variety of enrichment opportunities, cookery club, science night, trip to Horsham library, trip to see QE11 nativity etc.	These have all been really successful and have helped to raise the self esteem of children. The tea parties have been a way of involving parents in a fun and informal way.	We will continue with these activities in 2018/9 depending on the needs of the children.	£200
To provide a variety of enrichment opportunities	Music tuition and sports classes	A number of PP children have benefited from individual music lessons such as violin and recorders and attending sports clubs such as football, table tennis and dance	These will continue in 2018/9	£1000
Opportunity and support to complete home learning	Home Learning Club is for selected pupils from Years 4-6. It runs weekly after school every Wednesday. It is run by 3 teaching assistants	This has continued to be very successful and provides support for those children unable to complete their home learning at home for a variety of reasons. Parents now sometimes request a place for their child and teachers recommend who they feel should be invited.	This will continue in 2018/9 for Years 4-6. This will be extended to Year 3 should the need arise during the year.	£500
To enable all pupils to benefit from enrichment opportunities	Support for FSME pupils with funding for trips, workshops, residentials, sports' clubs, music lessons, swimming lessons etc.	The school continues to financially support many FSME pupils to be able to participate fully in the whole curriculum.	This will continue in 2018/9	£2500

To provide the opportunity for PP children to develop social skills	A number of children have attended the after school KidsLikeUs club.	This has benefited a PP child this year	This will continue if there is a need.	£1500
To provide a healthy meal for a PP child twice a week	A PP child has a paid for hot meal twice a week.	This has benefited a PP child this year	This will continue if there is a need.	£150
To develop independence and social interaction skills. To develop greater engagement and motivation.	Weekly Forest Schools 2 hour sessions over the year in the conservation area. Group of 10 children including 2 PP children. Plans to start another group. Some children also attend the after school Forest Schools club.	The school continues to support many FSME pupils to be able to benefit from a range of extra curricular activities offered in school.	This may continue later in 2018/9	£2000
Development of enjoyment and engagement in reading and a love of books	Book-a-month scheme Pupils choose a book each month from the Waterstones website or other sources.	This continues to be very successful and children are very keen to choose and read their books. It has encouraged some of the more reluctant readers	The children will now be choosing a book every term.	Approx £150 a month depending on books chosen. £1500
To develop interest and enjoyment in reading and books	Trip to Waterstones book shop and Horsham Library	This was organised in the summer term 2018. The children really enjoyed the trip and benefited from the experience. It has encouraged some of them to want to read more.	A library trip will be organised in either Autumn 2017 or Spring 2018	1:1 LSA, TA and library assistants time Bus fare to town £50
Development of basic maths skills and enjoyment of maths	Mathletics subscription – This is an engaging, supportive and targeted website linked to the national maths curriculum. Children can develop their maths skills through targeted games and activities.	We ran a lunchtime Mathletics Club for Year 2/3 and an after school Mathletics club for Year 4-6 Mathletics has had a real impact on the children's enjoyment and confidence in maths. It has also given the children an extra opportunity to develop their basic maths skills.	This will continue in 2018/9 with an after school club initially for Years 3-6 and a possible lunchtime club for Year 2	£360
Development of basic maths skills and enjoyment of maths	Mathletics Club for selected pupils in Years 2 and 3. It runs every Friday lunchtime for 30 minutes.	Children who are unable to attend the club can still benefit from a subscription to the website that can be used at home.		
To enable pupils to develop their skills in the core subjects	Blue tooth keyboards provided for pupils who will benefit from this support	These were available for children that needed to use them in the classroom.	The keyboards will be used by specific children in 2018/9 depending on the need.	No additional cost