

PUPIL PREMIUM STRATEGY STATEMENT

2017 - 2018

HOLBROOK PRIMARY SCHOOL

Pupil premium strategy statement (primary)

1. Summary information					
School	HOLBROOK PRIMARY SCHOOL				
Academic Year	2017/8	Total PP budget	£30,000	Date of most recent PP Review	Sept 2017
Total number of pupils	420 in school (6% eligible for PP)	Number of pupils eligible for PP	24 pupils FSM – 9 and FSME - 15	Date for next internal review of this strategy	Sept 2018

2. Attainment				
Based on teacher assessments	2016		2017	
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 KS1	40%	76%	83%	78%
% achieving EXP or above MATHS at KS1	60%	72%	67%	79%
% achieving EXP or above WRITING at KS1	20%	52%	50%	60%
% achieving EXP or above SCIENCE at KS1	60%	88%	50%	87%
Key Stage 2	KS2 pupils eligible for PP Holbrook pupils	KS2 pupils not eligible for PP- Holbrook pupils	KS2 pupils eligible for PP- Holbrook pupils	KS2 pupils not eligible for PP - Holbrook
% achieving EXP or above READING at KS2	100%	79%	100%	73%
% achieving EXP or above MATHS at KS2	42%	72%	100%	73%
% achieving EXP or above WRITING at KS2	29%	67%	100%	85%
% achieving EXP or above SCIENCE at KS2	29%	57%	100%	90%
% achieving EXP or above in RWM at KS2	25%	63%	100%	67%

3. Progress KS1 - 2				
Key Stage 2	2016		2017	
	Pupils eligible for PP - Holbrook	Pupils not eligible for PP - Holbrook	Pupils eligible for PP - Holbrook	Pupils not eligible for PP - Holbrook
Value added READING and MATHS	-2.4 (Scaled score)	0.3 (Scaled score)	-3.1 (Scaled score)	1.1 (Scaled score)
Value added READING, WRITING and MATHS	-34% (EXS or above)	-2% (EXS or above)	27% (EXS or above)	-8%+ (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 - 33% of PP on SEN register including 1 with EHCP (also LAC) and 3 pupils with emotional/behavioural issues			
B.	EYFS baseline (and KS1 APS prior attainment) low for current Year 6			
C.				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>				
D.	Less 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		2017/8			
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 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	This has been identified as an important focus in our school to strengthen our ethos values	Observations in the classroom, learning walks and behaviour/attitude of children around the school. Staff training opportunities	Inclusion Leader and KS2 Phase Leader/ Leadership Team	Half termly in Leadership Team meetings
To improve the progress and attainment in writing so that 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	Writing has been identified as a priority for this year from previous years' data.	Whole school focus - Focus on writing and in particular boys' writing Focused training in staff meetings Monitoring to take place by the LT team and English subject leader and the English team INSET day 20/11/17 – Talk4writing	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

To continue to develop the mastery approach to teaching maths across the school so that PP children make accelerated progress	White Rose maths plans for used from Years 1 - 6EYFS – Early years curriculum (revised by Holbrook to meet the needs of pupils starting the Year 1 maths curriculum)	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
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Total budgeted cost

£1000

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 implementation?
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.	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 teachers.	DHT	Review termly
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.	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 improve basic maths skills	First Class@number 1 – Year 3/4 group of 7 including 2 PP children	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 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.	The children involved will make accelerated progress in writing. (See impact data from previous year). This is a comprehensive synthetic phonics programme that teaches reading, writing and spelling.	The Teaching Assistants delivering the interventions will liaise regularly with the Inclusion Leader and the class teachers.	Literacy teaching Assistant Inclusion Leader	Review termly
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	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 – including 4 PP)	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 basic reading and writing skills	Group of 4 including 2 PP children – Y3 - 6	To develop the reading and writing skills of those pupils working below their Year group expectations	Reading and comprehension assessments each term will show progress.	Inclusion Leader	Review termly
To improve spelling and reading 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 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 basic reading and writing skills	Small group English sessions – one hour daily for a small group of selected pupils.	This session runs for those children working below age related expectations in their year group. This group currently includes 1 FSME pupil.	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 develop reading skills and comprehension	Individual reading sessions for 13 pupils across year 3-6, including 3 PP children.	Children who read regularly to an adult will make more progress in developing their reading skills and will develop better reading habits..			
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.	To focus on those FSME pupils not making good progress in reading, writing or maths 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 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 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.	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	Transition groups in Year 6 – pupils to be selected for this group in the summer 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 the more vulnerable children in school	Nuture groups – 4 hours a week 5 pupils including 1 PP child	These Nuture group sessions were introduced for those pupils needing social and emotional support at a lower level than Learning Mentor support	The Teaching Assistant delivering the Nuture group will liaise regularly with the Inclusion leader and the class teachers.	Inclusion Leader	Review termly
To support children with coping with their emotions.	Zones of regulation. 12 children including 3 PP children	This is a specific curriculum that is designed to foster self-regulation and emotional control.	The Learning Mentor liaises regularly with the Inclusion Leader and the class teachers	Inclusion Leader	Review regularly
To develop positive social interaction	Lego Club for Year 1 and 2 pupils – 30 mins weekly at lunchtime, run by 2 teaching assistants	. It was was felt to really benefit the children that attended.	This will continue from last year if the need arises	Deputy Head	Review termly
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	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
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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, science night, trip to Horsham library, 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 Admin Assistant	Review on-going
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	The Athletics Club has been introduced this year to encourage the children to make the most use of their Athletics 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 Admin Assistant	Progress of the children will be on-going with an additional termly assessment.
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.	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 skill. o 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.	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.
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 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
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 2 and 3. It runs every Friday lunchtime for 30 minutes.	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 Admin Assistant	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	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 - 2016/7				
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 approach)	Cost
To develop positive attitudes towards learning from all pupils	Growth Mindset -whole school focus Removal of ability groupings for all subjects	In a whole school survey, almost all pupils in the school said that their growth mindset was better than before. General attitudes towards learning have improved and the move away from ability groups has removed the ceiling of achievement for pupils.	The growth mindset work has really had an impact on children's attitude to learning and has also increased their self esteem. We will continue with the growth mindset work with a particular focus on involving parents more next year.	No additional cost involved
To improve the progress in writing for all pupils – in particular boys	Whole school writing target as part of performance management for teachers and Teaching Assistants	The focus on Talk4writing has had a significant impact on writing across the school, especially for boys.	Further Talk 4 writing is planned for 2017-8 with a particular focus on non-fiction writing.	£1000
To improve the attainment in writing for all pupils – in particular boys	Talk for Writing – whole school focus Talk 4 writing has been implemented across the school and has made a big impact on writing, in particular the boys.	Early Years Foundation Stage writing increased from 78% → 92% End of KS1 writing teacher assessments increased from 52% (2016) → 58% (2017) Year 1 phonics screening results increased from 73% (2016) → 75% (2017) End of KS2 writing teacher assessments increased from 65% (2016) → 73% (2017) End of KS2 Grammar, punctuation and spelling test results increased from 70% (2016) → 83% (2017)	Although significant improvements have been made in all areas of writing, the focus on writing (especially boys' writing) will continue in 2017-8, with a particular focus on phonics and spelling so that attainment in writing is at least in line with National across the school.	Success @ writing writing training – approx. £1700. This did not take place as planned in 2016-7 as training was not available. This has now been moved to 2017-8

ii.				
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 approach)	Cost
Improved maths progress and attainment	1:1 maths tuition 27 pupils including 5 FSME pupils	All pupils made progress with their understanding of basics such as number bonds and multiplications tables. They also learnt more efficient methods for calculating. There was an increase in the confidence and attitudes to maths for the pupils that received 1:1 maths tuition.	1:1 maths tuition will not be continuing in 2017-8 due to the high cost. Other maths interventions will run instead – Success@Arithmetic, Talk4number, Booster maths groups in Year 6 etc.	£8000
Improve mathematical reasoning and questioning skills	Talk4Number groups 1 ST Class @ Number – 3 FSME pupils	The children in the Talk4maths and Frist Class @ Number groups developed their understanding and confidence in basic maths skills.	These groups will be continuing as they have been successful, but only in the afternoons. Pupils will no longer be withdrawn during maths and English lessons in the morning.	Cost of TAs to run the groups
To improve reading, spelling and writing skills	Get Writing – Fresh Start programme. 1 FSME pupil - 3x a week and another FSME pupil to be regularly reviewed. 7 pupils from Y2 including 1 FSME pupil (x2 SEN)	The children in the Get writing Fresh Start programme all made progress with their basic reading and writing skills. They also developed their confidence in reading and writing.	These groups will be continuing as they have been successful, but only in the afternoons. Pupils will no longer be withdrawn during maths and English lessons in the morning.	Cost of TAs to run the groups
To develop use of question words and narrative skills	Narrative Therapy - This will target 1 FSME pupil currently with another who started in the Spring term 2017	All 4 FSME pupils who received Narrative Therapy made progress with their writing.	These groups will be continuing as they have been successful, but only in the afternoons. Pupils will no longer be withdrawn during maths and English lessons in the mornina.	Cost of TA time to run the groups
Improved progress and attainment in maths	Better Reading Stamina – 8 hours a week – 3 x 20 minutes a week. 5 children including 1	All pupils receiving Better Reading Stamina intervention make accelerated progress with their reading skills and developed their confidence significantly.	This may continue if pupils are identified who will benefit.	Cost of TA time to run the groups

Improved progress and attainment in writing To develop composition and editing skills	1 st Class at writing – intervention to develop key skills of spelling, handwriting, grammar and punctuation through focused tasks and opportunities for sustained, independent	This intervention did not start because there has not been an opportunity for someone to be trained. However training has now been booked for Autumn 2017 and groups will start as soon as possible.	Training has now been booked and this intervention will run this year. This will target selected children in Year 3 and 4 (including up to 4 FSME pupils).	£1700 for training and then
To ensure that EAL does not impact on learning for FSME pupils	EAL support - 11 pupils including 2 FSME pupils 30 minute individual sessions weekly.	This support aimed to evaluate the pupils' individual needs, to work on strategies for making progress with reading especially involving higher order thinking skills and to support any specific grammar and vocabulary issues. The pupils all benefited from focused weekly 1:1 sessions.	We are currently investigating less expensive ways to support EAL children in the school. This may include buying in EAL external support.	£3500 for an external EAL teacher
To improve spelling and reading skills	S.N.I.P - Special Needs Information Press Class TAs will deliver this intervention	This intervention has resulted in improved spelling for all pupils receiving the intervention.	Pupils will be identified from the results of the spelling test results from Summer 2017 for support in 2017-8.	Cost of TA intervention time
To improve the progress and attainment in reading, writing and maths of FSME, to close the gap between these pupils and their peers	HLTA working 2 days a week with 12 PP pupils – 30 minutes per child. Liaising with INCo, Deputy Head and class teachers on a regular basis.	92% of 12 these pupils made good progress in reading with 33% making accelerated progress 92% of 12 these pupils made good progress in writing with 42% making accelerated progress 100% of 12 these pupils made good progress in maths with 16% making accelerated progress	This support has been really beneficial having a real impact on pupil progress. Many of the children on the current list will continue in 2017/8. The list is reviewed on a regular basis by the DHT in liaison with the HLTA and class teachers.	2 days a week - HLTA
To provide support for pupils experiencing difficulties in learning due to social, emotional and behavioural problems.	Learning Mentor – 13 pupils including 2 FSME	Learning Mentor time 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 pride in their achievements.	This will continue in 2017/8 with a waiting list system for those needing support. Level of need is always considered when prioritising pupils for this support.	Learning Mentor time £3600

Improved self-esteem and well being	Rainbows - bereavement support - 6 pupils currently being considered including 2 FSME pupils	Rainbows has supported those pupils with home related issues such as bereavement, separation or parents etc. Pupils have greatly benefited from this support.	This will continue in 2017/8 with a waiting list system for those needing support. Level of need is always considered when prioritising pupils for this support.	
To develop social interaction skills	Kids Create group – to start this year when needs have been identified.	No Kids Create groups have run this year as pupils have been supported in other ways.	Kids Create will run in 2017-8 should the need for a group arise.	
To support children in year 6 through the process of moving to Secondary school	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 the Summer term 2018 for pupils that may find transition to Secondary School difficult.	
To support pupils with social and emotional issues	Nuture groups – 4 hours a week 3 pupils including 1 FSME pupil	This group has been able to support pupils with a lower level of need than those receiving Learning Mentor support.	Pupils have shown an improvement in active learning tasks, presentation of work, friendship issues, ability to accept praise and advice and showing pride in achievements.	TA 1:1 time £600
To develop positive social interaction	Lego Club for Year 1 and 2 pupils – 30 mins weekly at lunchtime, run by 2 teaching assistants	This provided a useful opportunity for pupils to develop social skills in a safe and enjoyable environment	There are no plans currently to continue with this club as it was for a specific group of pupils, but it will be organised if the need arises.	£150 Lego resources TA cost at lunchtime
To develop improved social skills	Lego Therapy – 1 FSME pupil included. A structured group intervention designed to help children learn and practise social skills. Teaching Assistant to run these sessions	The pupils 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 cooperatively 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 2017-8 if pupils are identified who will benefit from the group.	TA cost to run the group.

To provide the opportunities for sensory activities	Sensory Circuits - 4 pupils including 1 FSME pupil – 30 minutes every day.	This has provided sensory opportunities at the start of every day. The pupils enjoy these sessions and benefit from them.	These sessions will continue in 2017-8 and pupils will be selected depending on their needs.	TAs to set up and run the groups.
iii. Other approaches				
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 approach)	Cost
To develop an enjoyment of reading and love of books	Trip to Waterstones book shop and Horsham library	This was not able to be organised before the end of the summer term 2017.	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
Development of enjoyment and engagement in reading and a love of books	Book-a-month scheme Pupils choose a book each month from the top 100 recommended books list.	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 to want to read.	Children now choose a book every other month and have a £5 book token in between months. This has worked well and the children enjoy choosing their own books with their parents.	Approx £150 a month depending on books chosen.
To improve confidence, self-esteem, motivation and engagement	Variety of enrichment opportunities including hosting a tea party and a trip to see the nativity at QE11 school in Horsham.	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 the activities in 2017/8 depending on the needs of the children. We will be running a cookery club by invitation only for those FSME children we feel would particularly benefit.	Cost of transport to QE11 school. Cost of ingredients for cookery club.
Opportunity and support to complete home learning	Home Learning Club for Years 3 - 6 weekly after school and lunchtime every Wednesday and Thursday. Run by 4 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 2017/8 for Years 4-6. This will be extended to Year 3 should the need arise during the year.	3 x TA for 50 minutes per week

To enable all pupils to participate in the whole curriculum	Swimming lessons, trips, workshops, residential etc.	The school continues to financially support many FSME pupils to be able to participate fully in the whole curriculum.	This will continue in 2017-8	Approx. £1500
To enable all pupils to participate in extra curricular activities	Participation in football club, dance club, recorder lessons, keyboard lessons, Forest Schools etc.	The school continues to support many FSME pupils to be able to benefit from a range of extra curricular activities offered in school.	This will continue in 2017-8	Approx. £1000
To enhance the learning opportunities of pupils using ICT	Blue tooth keyboards and ipads	These have been provided for FSME pupils who have been identified as needing this support	Further resources will be provided for pupils as the need arises in 2017-8	£1600
Development of basic maths skills	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. Mathletics club once a week	Mathletics Club has had a real impact on the children's enjoyment of maths. It has also given the children a fun way to develop their basic skills. Children from Years 2-4 attended the club at lunchtime over the year.	This club continues to be really successful and will run at lunchtime for Years 2-3. There are plans to start an after school club for Year 4-6.	£366 per year subscription for 61 selected pupils.

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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