

## Pupil Premium Review: 2018 – 2019

Pastoral and Inclusion Staff				
Desired outcome	Chosen action/approach	Estimated Impact. Did we meet the success criteria?	Lessons learned (whether we will continue with this approach)	Cost Planned £45,000 Actual £51,510.18
To build emotional resilience and literacy of individual children.	Intervention programmes recommended by GHLL run by trained staff. ELSA trained staff used	Improved scores on Boxhall profiles of individual children ELSA baseline used as well as Boxhall, ELSA resources	Data from Boxhall profile/ELSA baseline shows improvements for all children.	
To improve self-esteem, social skills and behaviour of identified pupils.	Nurture Room support for individual children.	Improved scores on Boxhall profiles of individual children	Data from Boxhall profile shows improvements for all children.	
To improve transition between the playground and classroom.	Inclusion workers/play leaders to report back to pastoral lead and class teachers	Observations of playtimes and behaviour logs show that PP children are happy at playtimes and are included in play. Improvements in individual behaviour of PP children at playtimes.	Some inclusion workers have also been trained as ELSA trained TAs to provide further SEMH support for Pupil Premium children.	
To work to provide a supportive framework for pupils and their families	PAIL to work with PP families and outside agencies to improve	Vulnerable children and their families feel well supported by the school	School has strong support frameworks for vulnerable pupils and	

	SEMH support and keep children safe.	which improves SEMH of disadvantaged pupils.	their families. Excellent multi agency working improving outcomes for pupils.	
<b>TA support for focused interventions and 1:1 for specific children</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated Impact.</b> Did we meet the success criteria?	<b>Lessons learned (whether we will continue with this approach)</b>	<b>Cost</b> Planned £18000 Actual £18,642.50
Raise attainment in reading for selected PP children.	BRP programme  Teacher employed to work with Y6 pupils on comprehension  Teacher employed to work with children in Y3/4 working on comprehension and writing	Reading scores improved in the short term. Some improvements for some children	Although the programme /support improves children's reading in the short term this does not transfer into long term attainment of pupils.	
Improve maths skills for PP pupils.	Catch up Maths Third Space Learning Extra maths group	Some improvement in attainment from some children.	As above	3 <sup>rd</sup> space £3582 +
Raise attainment spelling and phonics for specific PP children	Phonics programmes	Improves phonics and spelling whilst the programme is running but not enough to close gaps.	As above	Resources £1260.01

Other TA interventions for 1:1 pupils.	Resilience/friendship groups	Improved relationships, children more ready to learn after break/lunch	Children not always using learnt skills but having the TA who ran the groups on the playground helps remind them of strategies to use.	
<b>Staff CPD and supply for specific events</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated Impact.</b> Did we meet the success criteria?	<b>Lessons learned (whether we will continue with this approach)</b>	<b>Cost</b> Planned £1000 Actual total £8926.42
To improve the understanding of children with varying needs	Precision teaching training EP commissioning	A better support for vulnerable children	Staff and children have a more positive approach	£3310.00 JS £471.54?
Circle of Friends training	Training from the educational psychologist for TAs who work 1:1 with vulnerable children	Intervention hasn't as yet been used but some of the strategies have helped TA practice	It is difficult to administer with other SEMH groups going on at the same time.	Included in above
Closing the Gap Literacy KS1	Deputy head to pass on strategies to class teachers		To be assessed	CtG Improving literacy 500.00
Closing the Gap Literacy KS2	Assistant Head to pass on strategies to class teachers		To be assessed	CtG Improving literacy 500.00
Improved tracking of provision for vulnerable children	EduKey Provision Map	Staff using it to write My Plans, interventions tracked by SENDCo/PAIL	Continue with programme	2385.00

Tracking and recording safeguarding issues.	CPOMS	DSL/DDSL able to track vulnerable children. More secure recording	Continue	22.50
<b>Funding for extra curricular, curriculum enrichment and extended day</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated Impact.</b> Did we meet the success criteria?	<b>Lessons learned (whether we will continue with this approach)</b>	<b>Cost</b> Planned £2,500 Actual £5,894.75
PP children have the same opportunities as other children.	Some children offered funding for breakfast club to ensure a calm start to the school day Residential trips partly or fully funded.	Children starting the school day much calmer. Social skills, independence, perseverance and team work developed through participation in residential trips	This is a positive use of the funding. Continue  Continue to offer funding for residential trips to enable PP children to have the same opportunities as other pupils	Clubs for Kids £119.75 Breakfast club £794.00 Twiglets £923.00  Morfa Bay £2600.00 Wilderness £1042.00 Y2 camp £206.00  Piano £160.00  Guitar 50.00

<b>Counselling, play and art therapy</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated Impact. Did we meet the success criteria?</b>	<b>Lessons learned (whether we will continue with this approach)</b>	<b>Cost</b>
Vulnerable children who have or are struggling with SEMH and/or a chaotic home life have an opportunity to express themselves through counselling or therapy.	1:1 counselling Teens in Crisis Sand tray play therapy run by qualified EP Sandtray play run by trained ELSA TA Art therapy run by qualified therapist	Children used the sessions to express their emotions without having to talk about them. Adults running the groups occasionally referred to social care as further concerns emerged.	For specific emotional needs we would commission this sort of support again	Planned £2000 Actual £850
<b>Structured Conversations</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated Impact. Did we meet the success criteria?</b>	<b>Lessons learned (whether we will continue with this approach)</b>	<b>Cost</b>
Parents of vulnerable children have quality and private discussions with teachers, improving the performance of the children	Supply teachers employed to enable teachers to have time to meet with parents. Lead teacher overtime to assess the children	Teachers felt this time was valuable but sometimes it was difficult to engage the parents.	To continue and ensure we follow up any parents who do not attend.	Planned £3000 Actual £565.21 + Supply £1487.50
<b>Uniform</b>				

Desired outcome	Chosen action/approach	Estimated Impact. Did we meet the success criteria?	Lessons learned (whether we will continue with this approach)	Cost
For children to feel part of the school community	Parents approached by PAIL Uniform bought for children who attract FSM	Pupils feel part of the school	Pupils to continue to be supported to feel part of the school	Planned £700 Actual £34
				Total: £87,910