

1. Summary information					
School	Bramley Church of England Primary School				
Academic Year	2023-24	Total PP budget	£113,330	Date of most recent PP Review	March 2024
Total number of pupils	452	Number of pupils eligible for PP (£1450, per ch)	72	Date for next internal review of this strategy	July 2024
		Number of pupils eligible for PPG (£2,530 per ch)	4 service 3 PLAC/LAC		
2. Current attainment					
End of Key Stage 2 data-		Pupils eligible for PP (your school) 2023		Pupils not eligible for PP (national ave)	
		EXS	GDS	EXS	GDS
% achieving expected standard or above in reading, writing & maths		42%	-	81%	-
% making expected progress in reading (as measured in the school)		44%	11%	88%	35%
% making expected progress in writing (as measured in the school)		56%	11%	79%	24%
% making expected progress in mathematics (as measured in the school)		39%	17%	88%	32%
3. Barriers to future attainment (for pupils eligible for PP- Using the Tackling Educational Disadvantage (TED) Guidance- 2023)					
Whole School Culture and Engagement- Access, Equity and strong foundations- Expectations, pitch and response – Collaboration, dialogue and behaviours					
Academic barriers (issues to be addressed in school, such as poor oral language skills)					
Whole School Culture and Engagement					
A.	Parental engagement – some of our disadvantaged children have a lack of parental engagement in school and education, due to their own low parental education levels or low expectations/aspirations of their children. The EEF identifies that levels of parental engagement with their child’s learning / home learning, is consistently associated with academic progress.				
B.	Pupil Voice:- some children at risk of disadvantage need additional support to develop relationships and a sense of belonging, through having their voice heard and involving in school activities with meaningful participation.				
Access, Equity and Strong Foundation					
C.	Attendance –There was a 6.0% gap between the attendance of our PP/PPG children and our NON PPG children at the end of Autumn Term 2023. This is a decrease of - 0.5% from the gap at the end of Autumn 22, however still a large gap that needs addressing.				

D.	Speech, Language and vocabulary. Some of our disadvantaged children, especially in the Early Years, have concerns with their speech, and limited language and vocabulary skills, which impact on their ability to communicate effectively and make progress in all areas of the curriculum.
E.	Physical development issues- some of our children entitled to Pupil Premium funding, especially in EYFS and KS1, have concerns with the development of their gross and fine motor skills, which impact on their ability to learn, academically, socially and emotionally.
F.	Enrichment/ equity – to ensure that all our disadvantaged children have access to extra-curricular experiences to broaden and enrich their school experience, such as Rocksteady lessons, visits from the wider community and educational visits.
Expectations, Pitch and Response	
G.	Quality of teaching – ensuring all disadvantaged children are exposed to ‘quality first teaching’ by continually adapting and improving practice and refining the curriculum.
H.	Rigorous monitoring and assessment tracking- ensuring all children vulnerable to being disadvantaged are tracked and target setting is challenging.
Collaboration, Dialogue and Behaviours	
I.	SEMH – some of our children entitled to Pupil Premium need support with their emotional literacy and self-esteem alongside support with social/relationship building skills.
J.	Attitudes to learning/Learning behaviours – some of our disadvantaged children show lower levels of resilience to their peers and more incidents of low-level/off-task behaviours during learning.

Additional barriers (including issues which also require action outside school)		
Whole School Culture and Engagement		
K.	Enrichment/Parental Engagement– some of our disadvantaged children have a lack of engagement in home learning and have limited access to educational resources, such as laptops and IT resources at home. The EEF identifies that level of parent/guardian attitudes to home learning can accelerate academic progress.	
L.	Capacity to maximise academic learning- Family situations requiring support from the Social Care team- some of our children entitled to Pupil Premium funding, experience involvement with Children’s Services due to issues within the family home.	
4. Desired outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
Whole School Culture and Engagement		
A.	An increase in parental engagement with their children’s attainment and progress.	An increase in communication between parents and teachers resulting in greater parental understanding of their child’s academic targets.
B.	An increase in the sense of belonging for children at risk of disadvantage through developing relationships and meaningful participation.	The children will develop positive, trusting, reciprocal relationships also a sense of belonging. Pupils’ voices are heard and they engage in meaning participation.

Access, Equity and Strong Foundation

C.	The attendance of children entitled to PP funding will increase and the number of persistent absences decrease.	The children's attendance % each term will increase in conjunction with the increased opportunities for learning. The number of children classes as persistently absent will decrease each term.
D.	The gap in attendance between our children entitled to Pupil premium funding and those who children who are not entitled, will close and show a reduction from 6%.	The individual children who have low attendance will show an increase in their percentage each term. Parents will be committed to ensuring their children are in school on time through the attendance contracts.
E.	Speech sounds developed, alongside Language and vocabulary repertoire increased for our children entitled to Pupil premium funding.	Assessments and observations indicate significantly improved oral language and vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book monitoring and ongoing formative assessment.
F.	Physical motor skills of our disadvantaged children will have developed.	Gross and fine motor assessments using the Solent Therapy Pack will show progress for our disadvantaged children. Improvements will be seen in handwriting and independent skills.
G.	Children at risk of disadvantage have access to extra-curricular experiences to broaden and enrich their school experiences.	An increase in the cultural capital opportunities bring experiences for vulnerable children in line with children who are from families that are not at risk of being vulnerable- such as Rocksteady lessons, visits from the wider community and educational visits. Children at risk of begin disadvantage leave school with a balanced range of broad life experiences.

Expectations, Pitch and Response

H.	Children make expected attainment targets and progress rates in reading, writing, maths and combined.	Due to cohort (high SEN & PP) our targets for achieving ARE in R, W & M and combined at end of KS2 are lower than in previous years:
I.	Children progress is monitored and tracked.	Monitoring and tracking children entitled to PP funding will ensure they are high profile and their progress is better than expected to close the gap.

Collaboration, Dialogue and Behaviours

J	Our disadvantaged children will demonstrate improvements in the SEMH and wellbeing.	For those children receiving ELSA support they will achieve their targets. For those with a Thrive profile an increase in their developmental strand percentage will be seen by the end of the year.
K.	Children demonstrate our learning behaviours including an increase in their resilience and a positive attitude to learning.	Children's individual targets on their pupil premium plans will be met and teachers see an increase in positive attitudes to learning and decreased off-task behaviours in class.

Planned expenditure - Academic year 2023-24

Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?	Spring/Summer Review
Expectations, Pitch and Response						
Pupil progress meetings held after each Data Drop throughout the year (3 times) using PAG grids to support discussions [PP/PPG children a key group for discussion - academic & pastoral progress].	Meaningful use of data used to improve outcomes for pupils Staff awareness of all children's needs raised, high expectations for all are maintained. SLT are aware of gaps in achievement, progress and support any interventions in place to close these.	Research shows a robust approach to monitoring and evaluation of interventions means gaps in achievement can be assessed and planned actions/interventions evaluated and adapted.	DHT ensure meetings are focused on key targets set at beginning of year and result in clear outcomes moving forward for individuals and groups. <ul style="list-style-type: none"> Quantitative and qualitative Efficient tracking processes Holding to account with support 	KT	Pupil progress meetings will be held regularly and KT to attend all champion the PP/vulnerable children. Outcomes shared with SLT & governors.	Pupil progress meetings took place. Format changing for the summer term to show progress-linked to new progression document for vulnerable groups. Format updated. Increased about of information showing progress and attainment over time.
To ensure staff use adaptive and responsive teaching- (regular whole staff CPD /peer CPD for this)	Ensure high quality teaching from all teachers and support staff. <ul style="list-style-type: none"> Effective AFL Responsive and adaptive teaching in the moment Feedback I do, we do, you do Scaffolding Ensuring independent application 	Research shows effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.	Observations of learning with specific feedback Book/planning monitoring where next steps are identified.	KT/SH	Termly monitoring of books, teaching and planning to review impact on T&L. Learning walks taking place regularly throughout the year.	Spring Term and summer term observations have taken place – with a focus on the support for Vulnerable in addition learning walks, drop ins and provision walks. Phases leaders have completed regular monitoring of phases. SENDCO and Inclusion lead have monitored ISPs and provision.

To ensure that our recovery plans help children to catch up on any lost learning opportunities.	For all children to achieve end of Key Stage targets. For all children to have made at least expected progress based on their prior attainment. For non SEN PP children to be line with Non PP for RWM combined at both EXS and GDS.	Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school. Pupil premium/ recovery plans are in place to ensure opportunities for learning are planned for in small steps and progress is made.	Plan Interventions using SIMs data from 22-23 to help address gaps and SEN/PP testing. PP strategies will be reviewed in line with EEF latest guidance. Inclusion Leader to construct Strategy Statement clearly explaining how we are using both our Recovery Premium and Pupil Premium and the impact it is having.	KT	Half termly review of the interventions. Autumn term SEN/PP testing results to be analysed. PP strategies will be reviewed regularly.	Autumn term SEN testing analysed and interventions such as Rapid Read- Dyslexia friendly phonic interventions in place. Dyscalculia assessment tool to be researched this term in addition to DEST. Summer term SEN testing took place. New Dyslexia assessment identified.
Develop our Bramley curriculum for both core and foundation subjects to ensure every lesson counts for all disadvantaged children.	All children have access to a broad and balanced curriculum, promoting our vision and values and key learning behaviours.	A narrowed curriculum can restrict children's life choices and opportunities.	T&L leader and subject leaders review curriculum coverage for their subjects through regular monitoring.	KT/PL	Curriculum & subject coverage reviewed throughout the year.	Increased diversity across the whole curriculum- linked to the range of Diversity Days across the school year and Inclusion staff meetings. Learning behaviours are displayed in all classrooms and around school. Diversity Days are made reference to in teaching but also in Collective Worship-celebration
To ensure that there is high quality teaching and learning across all subjects	For all children to be assessed in all subjects and for them to know how well they have done in each subject.	High-quality teaching is essential to achieving the best outcomes for all pupils, particularly those most disadvantaged.	To ensure that the children's knowledge and skills are assessed and their performance feedback to them.	KT/CT/SH	Data drops to take place 3 times throughout the year. Learning walks / lesson observations to	SH and KT completed learning walks in the Spring term, which were in the afternoons- topic lessons. LO/SC and high expectations of topic books were part of these observations.

					take place each term.	Summer term lesson observation took place.															
To ensure that clear differentiation and assessment are both evident in Foundation subjects.	A Differentiation Tool kit is used and applicable to all foundation subject. Adaption to planning document will include a box that highlights how the lesson will differentiated	Research shows differentiation in the classroom is an important skill to give pupils the best chance at learning, regardless of their abilities, strengths and weaknesses.	A Differentiation Tool Kit will be created that enable teachers to easily adapt their lessons and plans to both support and extend children when needed in foundation subjects.	SM /KT	Monitoring of planning /lesson observations to take part each term.	Foundation subjects were a focus for Spring term lesson observations. Expectations of differentiation for these lessons were identified and assessment in place.															
To further improve the teaching of phonics for pupils entitled to PP funding. Involve Parents in supporting children to learn phonics	Consistent teaching of phonics to ensure all lessons are at least good. All disadvantaged children to leave the school having passed the phonics test. Phonic Screening Check Predictions 2023-24 <table><tr><td></td><td>'22</td><td>Actual 2023</td><td>Nat 23</td><td>Predicted 2024</td></tr><tr><td>Y1 Pass</td><td>61%</td><td>79%</td><td>79.5%</td><td>80%</td></tr><tr><td>Y2 retakes</td><td>92%</td><td>88%</td><td>89%</td><td>90%</td></tr></table>		'22	Actual 2023	Nat 23	Predicted 2024	Y1 Pass	61%	79%	79.5%	80%	Y2 retakes	92%	88%	89%	90%	Research from the EEF shows the average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year.	Phonics scheme ‘Little Wandle’ used to set and track milestone targets to ensure that all PP children are making good progress from their starting points. Phonics to be taught to all children who still require phonics – UKS2 focus. Ensure there is provision in UKS2 for the teaching of phonics daily. Fully decodable, age appropriate books for UKS2. Resources to be provided to parents – online and paper resources.	CB/ LD/ KT	Half-termly Phonic assessment to take place- Monitored by Phonic Lead. Lesson observations / feedback to take place each term.	Mock Phonic results for year one children are improved from 2022-23. Some children with SEN/neurodiversity are using a dyslexia friendly phonic scheme in addition to Little Wandle. Phonic/ reading parents meetings were held in the Summer term led by DHT/AHT/SENDKO.
	'22	Actual 2023	Nat 23	Predicted 2024																	
Y1 Pass	61%	79%	79.5%	80%																	
Y2 retakes	92%	88%	89%	90%																	
To further raise standards in early reading for disadvantaged children.	Children to develop language and vocabulary skills required in their reading. The frequency that children read at home increases and	Research shows by the EEF states that both decoding (the ability to translate written words into the sounds of spoken language) and comprehension	Discuss words before starting the book through pictures, videos, drama etc. Decodable e-books to be used during snack times on IWB in YR.	LD/ KT	English leads monitor / lesson observations each term. Learning Walks with Inclusion	EYFS reading and Year 1 Reading assessments are on track and predictions are improved from 2022-23. Little															

	that as a school we can track engagement using Bug Club Children are read to daily in EYFS and KS1.	(the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading	Bug Club/ Enhance resources: class teachers to promote Bug Club in order to enhance reading at home.		Lead and Phonics / Early Read lead to monitor the progress of Vulnerable children.	Wandle teaching is in place across whole school where required and having an impact on phonic teaching and learning. Phonics results for year 1 and year catch up were improved from last year.
Collaboration, Dialogue and Behaviours						
To ensure our curriculum promotes the learning behaviours and core Christian values.	Children to be aware of the learning behaviours. Children to develop resilience and independence and demonstrate this in their learning.	Evidence emerging from EEF suggests that these approaches provide powerful ways to raise pupil attainment.	The profile of our learning behaviours to be raised through School Council / House Captains. Learning behaviours to be taught and referred to in weekly plan to raise the profile with all children.	SH/ KT	Half termly meeting to plan the opportunities for pupil voice-learning behaviours delivered.	House Captains have raised the profile of Learning Behaviours through the Pupil Voice tasks. They will be monitoring them in lessons and asking children if they now the animals /behaviours. Learning behaviours used on celebration certificates and will be a focus for new behaviour policy/chart
Increase whole staff understanding of children's SEMH and wellbeing through HCC initiative in collaboration with Whitewater,	Staff awareness of importance of wellbeing for learning.	Research shows children need to be emotionally stable and feel secure before they are able to learn and make academic progress.	New group being formed across BIS/BJS/WW/SPS & BPS formed of staff from all levels to implement new initiative across the schools.	KT/M M/ RM M	Initiative will be reviewed termly and outcomes shared with EHT/governors . Overall	DHT- is now training to be the Senior Mental Health Lead also with other SLT members across the collaboration. (starts June 24)

Silchester and Bishopswood Schools.					impact reviewed at the end of the year.	SMHL training taking place- to be completed February 2025.
Total budgeted cost					£56,545	

Targeted support						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Spring/Summer Review
Access, Equity and Strong Foundation						
Regular monitoring and tracking of attendance. Inclusion Team informed and tracking half termly attendance of partial timetable children.	Continue to see attendance of PP/PPG children in-line with whole school attendance. Number of children who are persistently absent decreases	In order to learn children need to attend school regularly. Irregular absence can have a greater negative impact on achievement than a single period of illness.	DHT to track the children at risk of disadvantage's attendance half termly Risk assessments, half termly action plans, contracts and timetable sent to the Inclusion Team.	KT	Attendance monitored at end of each half term. Letters go out to parents/carers. Report outcomes of attendance analysis to governors termly.	Attendance is tracked each half term- including the chn with CS involvement. FSM attendance is lower than non PP-this has been focus of term. N.o of Persistently absent chn decreasing. Inclusion report created each term to track attendance over time.
To provide targeted speech and language/vocabulary	Inclusive pedagogy across the school.	Research shows that motor delay impacts	Speech & Language Link (Yr 1 & 2) programmes implemented for	HM/JD /KT	Weekly intervention	Speech and language interventions in

interventions, particularly to develop reading and writing, for identified disadvantaged pupils.	For children to have speech programmes / plans in place and make progress in identified areas. For children to have language / vocabulary concerns identified and to be addressed through support.	on children's academic, social and emotional progress. The EEF states that opportunities to learn/hear language develop skills such as social awareness, relationship skills and problem solving.	children with below age-expected language skills (all PP/LAC children will be assessed)		support in place for identified children. Speech and Language link assessments to take place when required.	place. SENDCO works with the Communication and Interaction team for support. SENDco has worked closely with the Communication and Interaction team for some pupils. Speech and language link assessment taken place for identified children.
To provide targeted interventions, gross and fine motor development, for identified pupils entitled to pupil premium funding, across the school.	Children work through the programmes of support from the Solent Therapy Pack and make progress in fine and gross motor skills.	EEF- Physical development- Research shows that motor delay impacts on children's academic, social and emotional progress.	Children to be assessed using the Solent Therapy Packs sections for both fine and gross motor skills.	CT/KT/JD	Solent Therapy assessment to take place in Yr R in Autumn 1 and 2. Programmes to take place regularly through each week.	Solent Therapy pack taught on the Autumn Term of EYFS. Continuous provision including wide range of physical activities. PSED continues to be an area of focus for some children.
Expectations, Pitch and Response						
Ensure that assessment and monitoring procedures for the school enable effective identification of gaps. Use SIMS for on-going tracking and assessment.	Assessment is ongoing and used effectively to identify gaps and inform planning. SLT/Staff to be able to use assessment data to inform planning and intervention support.	Quality teaching and learning based on continuous and frequent feedback, adapted to pupil needs is one of the most effective ways to ensure progress. EEF.	Assessment lead to work with staff DHT and PLs.	SH/SM	During Autumn Term we will assess regularly and use this to create analysis of data and groups.	Assessment Lead created report for findings across school for DD1, and DD2. Progression document created for groups of chn.

						Detailed SIMs report used each term to tracking the attainment and progress of PP children.
Under the direction of year group leaders, LSAs/HLTAs to provide targeted support across the year group for basic literacy and numeracy skills (ISPs used to identify gaps in skills)	Improved learning outcomes for all disadvantaged children, narrowing the gap between them and their peers.	This support is precise and allows for specific teaching of both basic skills for literacy and maths to enable this group of children to both catch up and keep up	Good communication between LSAs and class teachers. Class teachers to take responsibility for identification of needs, planning and assessing impact. Pupil progress meetings enable SLT to monitor impact of interventions.	SH/KT/PLs	Pupil progress meetings will be held regularly and outcomes shared with SLT & governors.	Pupil progress meetings have taken place in the Autumn each term. The focus for these has been the 'yellow' children- those who require additional focus to achieve ARE/better than expected progress to close the gap. New RAPS in place increasingly effective at tracking attainment and progress over time.
All PP children have an 'Individual Support Plan' (PEP for LAC/PA) highlighting individual barriers to learning, previous and current attainment, progress and any additional support/	Parents, staff & governors able to clearly see the support in place for individual children. Increased responsibility from staff for all disadvantaged children.	Research shows an increased staff awareness of disadvantaged children ensures teachers and subject leaders can take responsibility for their progress.	The plans will be monitored, reviewed and evaluated regularly by SLT and shared with parents.	KT/CT	ISP- Personal plans will be reviewed as part of each Data Drop by teachers and outcomes shared with SLT at each pupil progress meeting	ISPs have been updated in preparation for Parents Evenings. All ISPs monitored by SENDCO and DHT strength and areas to develop

Disadvantaged children who have an additional need allocated a child champion (key adult) to have an increased awareness of that child's needs, beyond the academic. They complete and update the child's passport throughout the year.	Vulnerable children have a secure relationship with at least one key adult that they work with regularly. Pupil passports highlight the child's needs to all adults working with them.	Research shows when their SEMH needs are developed, children feel safe, secure and ready to learn.	Expectation that all staff are a 'champion' for a vulnerable child links with our ethos of 'caring, respecting and thriving together'. Passports are shared at appraisal meetings for all staff to increased expectations.	KT/CT	Support staff have their child champion role as a performance management target. Individual children re-assessed at end of year to see progress in Thrive percentage.	Children who access the Chatfield centre have a key adult to support them with their school based anxiety/ Behaviour.
ELSA provision personalised to the needs of individual children	Identified children will make progress against their personal ELSA targets.	Children who have secure attachments and strong emotional resilience skills are more able to be successful learners.	ELSA meets AHT/SENCO at end of each half term to evaluate provision and plan following term's support.	KT/SD RS/ CT	Half termly when AHT/SENCO and ELSA meet.	ELSA sessions have taken place throughout the year- including pastoral session for children with a range of social and emotional needs. The referrals from teachers are reviewed by ELSA and DHT and new timetable created to meet needs of vulnerable pupils.
Total budgeted cost					37,696	

Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Spring Review with impact
Whole School Culture and Engagement						
Termly meetings in addition to whole school parent's evenings to review PP/PPG children's attainment, progress and discuss next step targets.	Increased parental engagement and understanding of children's attainment and progress.	Some parents find attendance at evening event challenging and some families need longer to discuss their children's progress. The children of parents/families who engage regularly make better progress than those from families which do not.	Class teachers to organise timings/structure of meetings dependent on individual parent/child needs. Teachers to meet informally with EDHT after meetings to discuss changes needed to provision as necessary.	KT	Reviewed after each cycle of meetings to evaluate effectiveness for child/parent and teacher.	These are in place and some parents have expressed how valuable they have been as an additional touch base support meeting.

Access, Equity and Strong Foundations

Communicating with parents regularly, so poor attendance can be challenged but support offered where necessary.	The number of FSM / Children entitled to PP funding who are persistently absent decreases.	In order to learn children need to attend school regularly. Irregular absence can have a greater negative impact on achievement than a single period of illness.	School office & DHT regularly track attendance and contact parents before child's attendance levels drop below 93%. Use of the Inclusion Team to support children on partial timetables/ poor attendance.	KT	Letter go out to parents informing them of persistent absence and those at less than 70%, 80% and 90%.	Letters have gone out and parents have received communication regarding the attendance policy- reasons for good attendance. Also, they are now receiving an attendance newsletter each half term.
Provide cultural experiences and a diverse range of opportunities for all children at risk of disadvantage to ensure they match those of their peers. [e.g. visitors into school including drama companies, fundraising opportunities, specialist sports/music activities]	All children have access to a range of opportunities, regardless of financial circumstances. Children to experience 'vertical equity' that address specific barriers such as poverty or limited transportation.	Access to a broad range of experiences ensures all children have the opportunity to increase their future aspirations/broadens their horizons.	SLT discuss different opportunities we can provide for children beyond the school curriculum, funding discussed with governors. SLT/PL to be aware of children in the phases who have specific barriers and need additional support in these areas to provide	KT/ PL	After each experience, discuss impact on children's wellbeing and decide if repeat. Children's needs shared in Pastoral SLT meetings to raise awareness of individuals.	Arts week- after summer 1 half term, included diversity focus for parents/carers to come into school and celebrate with music/food from their home culture. Diversity Days have taken place across the year- each one having a different focus- cultural, physical disability, uniquely me, all families are different
Pupil groups created in line with new vision and values to lead the development of their own social action project to support the school and wider community- led by pupil ideas.	Pupils have a strong sense of social responsibility and a desire to contribute to the betterment of society. Pupils will gain valuable skills and experiences through	Pupils will be equipped with the knowledge, skills, and values needed to become active and responsible citizens who strive to make a difference in the world.	SLT from the schools across the collaboration will share a vision as to how this will be implemented and work together to ensure children at risk of disadvantage have a range of opportunities and experiences.	KT/ MM/ ME	Spring term- meeting to plan and for Summer term to have the planned experience take place.	The profile of Pupil Voice across the school has been raised through the librarians, play leader, EARA, Eco Council, JRSO and

	their involvement in community service and leadership opportunities.					House Captain groups. These include children from across the whole school- Year 5 and Year 6 children.
Financial support to enable children to access school visits, enrichment activities, after school clubs and school uniform	All children feel a sense of belonging to the whole school community and are able to access the full range of extra-curricular activities.	Children who feel secure and have a sense of belonging are better placed to learn. Ensuring equity for children from disadvantaged backgrounds.	Through newsletters & home/school visits in Year R ensure all parents are aware how they can ask for assistance. Class teachers inform SLT if there is anyone they think who is not accessing this support	KT	Ongoing throughout the year to ensure all children/families are accessing support they are entitled to.	This is ongoing throughout the year and support is given through a variety of ways such as uniform swap shop- donations of food, e.g- Easter Eggs/Xmas gifts, school trips and residential.

Collaboration, Dialogue and Behaviours

The Chatfield Centre to provide provision for children who require additional support with SEMH and Behaviour.	Our disadvantaged children will demonstrate improvements in the SEMH and wellbeing. Children who have Thrive profile increase their percentage in the development strand focus.	<p>‘The Thrive Approach’- research /evidence shows that ‘Thrive’ promotes children’s and young people’s positive mental health by helping adults know how to be and what to do in response to their differing and sometimes distressed behaviour.</p> <p>EEF- SEL (Social and emotional learning) Research shows when their SEMH needs are developed, children feel safe, secure and ready to learn.</p>	Opportunities for Therapy sessions to take place to support pupils whose barriers to learning and development are linked to SEMH, attachment and trauma/ anxiety. LSP training on anxiety / well-being	NB/ MA/ CT/ KT	The children who have a Thrive Profile will be assessed regularly and Action Plans amended.	Children access the Chatfield centre in the morning and groups of children receive support in the afternoons. The behaviours of these children has shown a remarkable improvement due to accessing this provision when being in the classroom is not possible. The behaviour of these children is tracked and exclusions reviewed.
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Total budgeted cost	£31,414
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5. Additional detail

Resources & documents used to evidence and support rationale:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The Pupil Premium - How schools are spending the funding.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf)

<https://educationendowmentfoundation.org.uk/evidence-summaries>

<http://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premium-plan/170456/>

https://www.thriveapproach.com/thrive-training/?gclid=EAIaIQobChMI6NXIja2k9AIVAHxvBB14tA4TEAAYASAAEgl0yPD_BwE