**Pupil premium strategy/self-evaluation**  Bramley Church of England Primary School ****

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| 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 | |
| 1. **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%** | |
| 1. **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** | | | | | | | | | | |
|  | 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. | | | | | | | | | |
|  | 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** | | | | | | | | | | |
|  | 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. | | | | | | | | | |
|  | 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. | | | | | | | | | |
|  | 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. | | | | | | | | | |
|  | 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** | | | | | | | | | | |
|  | Quality of teaching – ensuring all disadvantaged children are exposed to ‘quality first teaching’ by continually adapting and improving practice and refining the curriculum. | | | | | | | | | |
|  | Rigorous monitoring and assessment tracking- ensuring all children vulnerable to being disadvantaged are tracked and target setting is challenging. | | | | | | | | | |
| **Collaboration, Dialogue and Behaviours** | | | | | | | | | | |
|  | 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. | | | | | | | | | |
|  | 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. | | | | | | | | | |

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| **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. | |
| 1. **Desired outcomes**   *(specific outcomes and how they will be measured)* | | **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. |

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| **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 Review with Impact** |
| **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.   * 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. |  |
| 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.   * 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. |  |
| 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. |  |
| 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. |  |
| 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 | Data drops to take place 3 times throughout the year.  Learning walks / lesson observations to take place each term. |  |
| 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. |  |
| 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. | 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 form 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. |  |
| 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 that as a school we can track engagement using Bug Club  Children are read to daily in EYFS and KS1. | Research shows by the EEF states that both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading | Discuss words before starting the book through pictures, videos, drama etc.  Decodable e-books to be used during snack times on IWB in YR.  Bug Club/ Enhance resources: class teachers to promote Bug Club in order to enhance reading at home. | LD/  KT | English leads monitor /lesson observations each term. Learning Walks with Inclusion Lead and Phonics / Early Reading lead to monitor the progress of Vulnerable children. |  |
| **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. |  |
| Increase whole staff understanding of children’s SEMH and wellbeing through HCC initiative in collaboration with Whitewater, Silchester and Bishopswood Schools. | 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/MM/  RM  M | Initiative will be reviewed termly and outcomes shared with EHT/governors. Overall impact reviewed at the end of the year. |  |
| **Total budgeted cost** | | | | | £56,545 |  |

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| **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 Review**  **With Impact** |
| **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. |  |
| To provide targeted speech and language/vocabulary interventions, particularly to develop reading and writing, for identified disadvantaged pupils. | Inclusive pedagogy across the school.  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. | Research shows that motor delay impacts 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. | Speech & Language Link (Yr 1 & 2) programmes implemented for children with below age-expected language skills (all PP/LAC children will be assessed) | HM/JD/KT | Weekly intervention support in place for identified children.  Speech and Language link assessments to take place when required. |  |
| To provide targeted interventions, gross and fine motor development, for identified pupils entitled to pupil premium finding, 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. |  |
| **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. |  |
| 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. |  |
| All PP/PPG children have an ‘Individual Support Plan’ (PEP for LAC/PA) highlighting individual barriers to learning, previous and current attainment, progress and any additional support/ interventions in place to improve outcomes. | 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/JD | ISP- Personal plans will be reviewed as part of each Data Drop by teachers and outcomes shared with SLT at each pupil progress meeting throughout the year. |  |
| To provide targeted interventions, particularly to develop reading and writing, for identified disadvantaged pupils. | Pupils who have fallen off track are identified.  Targets on the ISP are being met and progress is seen in these areas. | Research shows by the EEF states that both decoding and comprehension skills are necessary for confident and competent reading. | Identify pupils across the school who have fallen off track to receive 1:1 or small group after school tutoring.  ISP targets need to be SMART and achievable. The number achieved will be monitored each term. | PL/KT/JD | Half term review of ISP targets.  Termly monitoring of ISP targets.  Half termly review of interventions. |  |
| Create set of non-negotiables for all disadvantaged children (e.g. reading with adult 2x a week, additional library books, additional parent consultation, working with teacher 3x a week, identified key adult) | Raising profile of disadvantaged children across the school. Ensuring children receive additional academic and pastoral support. | A whole-school set of non-negotiables, shared with all staff, helps ensure all adults are working together to accelerate progress of disadvantaged children. | Non-negotiables will form part of each child’s individual support plan/PEP. These will be reviewed as part of pupil progress meetings. | KT/JD | Individual Support plans will be reviewed as part of each Data Drop by teachers and outcomes shared with SLT at each pupil progress meeting throughout the year. |  |
| **Collaboration, Dialogue and Behaviours** | | | | | | |
| To ensure that all PP children, including those with SEN children can access their learning whilst experiencing an appropriate level of challenge. (SEMH &Well Being support, Behavior approaches in addition to catch up.) | That all children can evidence good progress against their ISP/EHCP targets.  For all children who attend Chatfield to make good progress against their thrive targets | Research shows that when learning is carefully planned for all individuals, when every lesson counts and their needs are met, progress / attainment are achieved. | Ensure all EHCP’s are reviewed regularly against their short and long term targets  Set up intervention  programmes at the Chatfield to support children’s SEMH and Wellbeing needs | KT | End of Autumn 1, Spring 1 and Summer 1.  Review all ISPs every term. |  |
| Disadvantaged children who have an additional need to be assessed using Thrive framework and individual action plans created. | Children’s SEMH needs are identified and both individual and group work supports them in improve emotional development and increase Thrive percentages. | Research shows when their SEMH needs are developed, children feel safe, secure and ready to learn. | SENCO/AHT supports staff with completing Thrive profiles and action plans. SENCO analyses impact of Thrive groups to share with SLT/governors. | KT/JD | Thrive groups reviewed termly as part of Pastoral SLT meetings to review children’s progress and next steps. Individual children re-assessed at end of year to see progress in Thrive percentage. |  |
| Children with a Thrive profile spend time with designated key adult each week, focusing on actions from their action plan. |
| 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. | RM/KT/JD | 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. |  |
| 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/SDRS/ JD | Half termly when AHT/SENCO and ELSA meet. |  |
| **Total budgeted cost** | | | | | 37,696 | |

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| **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. |  |
| **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%. |  |
| 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. |  |
| 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 their involvement in community service and leadership opportunities. | 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. |  |
| 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. |  |
| **Collaboration, Dialogue and Behaviours** | | | | | | |
| The Chatfield Centre to provide provision for children who require additional support with | Our disadvantaged children will demonstrate improvements in the SEMH and wellbeing. Children who have Thrive profile increase their percentage in the development strand focus. | **‘The ThriveApproach’- 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.  **EEF- SEL (Social and emotional learning)**  Research shows when their SEMH needs are developed, children feel safe, secure and ready to learn. | 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. |  |
| **Total budgeted cost** | | | | | £31,414 | |

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| 1. **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://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=EAIaIQobChMI6NXIja2k9AIVAHxvBB14tA4TEAAYASAAEgI0yPD_BwE> |