

Number of Pupils and Pupil Premium Grant Received	SEPT 2017 – August 2018
Total number of pupils on roll	199
Total number of pupils eligible for PPG	51 (26%)
Amount of PPG received per pupil	1,320
Total amount of PPG received for period 1/9/17 to 31/8/18	£73,595

Note: PP total = 44 x £1320 + 1 x £300 (service child) + 6 x £1900 LAC/post-LAC.

Pupil Premium Used For	Allocation of Funding	New or Continued?	Summary	Intended Outcomes	Monitoring	Impact
Non – Teaching SENCO– 60%	25000	Continued	To support with all interventions run by staff, assessment, monitoring and meeting individual needs.	See Intended Outcomes of all Interventions as SENCO role will impact on all of them.	Monitored by SLT/Governors – 5 times a year. Evidenced through data analysis and Pupil Progress Meetings.	Children identified quickly and support put in place. A new way to monitor their small steps of progress is being trialled.
Extra TA/HLTA hours.	2000	Continued	TAs/HLTAs to support teachers in all year groups daily – to improve and raise achievement.	A growing % of children reach ARE and Greater Depth to be in line with or exceed IOW and National data	Monitored by SLT/Governors – 5 times a year. Evidenced through data analysis and Pupil Progress Meetings.	Varied across year groups, often depending on number of children in class for example Y5 have 12 pupils and Y1 only 9.
Breakfast clubs.	500	Continued	To ensure that children attend on time and get a healthy breakfast each day.	To improve attendance and punctuality. To support children in being ready to learn.	EWS review meetings.	Attendance of children involved is good
Family Liaison Officer	17500	Continued	To provide parental support on a number issues, including behaviour, SEN, housing, CP plans etc. To liaise with Social Services/other agencies.	To support children and their families to overcome barriers to success. Working with other professional from a range of organisations to deliver a range of services within a multidisciplinary team.	SLT/Governors to monitor number of CIN, LAC, SGO children and those subject to CP plans. EWS to monitor attendance. SLT monitoring serious behaviour issues.	FLO has an increasing workload. She is Lead Professional on a number of CAFs and liaises with other schools where siblings attend. The majority of CIN and CP families work closely with the school and quickly move back 'down', we retain a good relationship with these families.

Forest Schools – EYFS. Beach Schools – Y2, 4 & 6.	1850	Continued	To build emotional resilience and independence in the wider world.	Children develop life skills and form closer relationships with their peers and adults. Children's self-belief increases as they achieve success beyond the school.	SLT/EYFS Leader/SENCO - 5 times a year. Evidenced through data analysis and Pupil Progress Meetings.	Develops children's social and emotional side. It is good for team building and often gives children an opportunity to explore outside the classroom and therefore is a good 'leveller'
Closing the Gap – 1 TA.	6700	Continued	Smaller focused groups to accelerate learning and provide individualised support, as appropriate.	Supporting children to achieve ARE and work on personalised targets. Where children are working below ARE, gaps are being addressed.	SLT/Governors /SENCO - 5 times a year. Evidenced through data analysis and Pupil Progress Meetings.	When SEN is taken out children with Pupil Premium achieve better than the rest of the class in many year groups
TA Interventions – daily development of reading, spelling and maths skills. Rapid read & rapid phonics	2500	Continued	To develop focus children's reading, spelling and maths skills, additional reading practice, precision teaching of high frequency, and development of spelling skills.	Reading age and spelling age improve. Diagnostic tests used for maths to identify gaps – evidence that these are being addressed.	SLT/Governors/SENCO - 5 times a year. Evidenced through data analysis and Pupil Progress Meetings.	Varied across year groups. Some children should attend as 'catch up' but their poor attendance means they miss out on the interventions too!
After School Clubs. Theatre Days/visitors.	1700	Continued	To provide opportunities that enrich and develop children's wider experiences and promote resilience and increase self-belief.	Children develop life skills and form closer relationships with their peers and adults. Children's self-belief increases as they achieve success beyond the school. English enrichment – cultural and personal enrichment.	SLT/SENCO/School Listener – Case studies.	Children's have experienced a wide range of activities. Conversations with Y6 leavers highlighted how much they appreciated these opportunities and how much they learnt from them. Parents also commented on the impact they have had; 'Summerfields.. has made my son into a confident, bright child. I am proud as a parent he attend the school'.

To ensure equal access to school visits, residential etc.	1500	Continued	Discounts of cost of visits/trips.	All children experience rich learning activities. Children develop life skills and form closer relationships with their peers and adults. Children's self-belief increases as they achieve success beyond the school.	SLT/SENCO/School Listener – case studies.	See above
Healing Sands Play Therapy.	3000	Continued	Play Therapy as need is identified to ensure children are ready to learn and free from emotional turmoil.	Children's emotional development allows them to concentrate on learning in class. Improvements in attendance, behaviour and self-belief are evident.	SLT/Governors/SENCO Leader - 5 times a year. Evidenced through data analysis and Pupil Progress Meetings. EWS to monitor attendance. SLT monitoring serious behaviour issues.	This is a very successful intervention and is commented on by parents and teachers. Parents see a different attitude at home and teachers see a more confident 'at ease' child in the class, who is able to focus and learn and share their feelings at appropriate times.
Therapeutic writing groups	£1700	New	Therapeutic story writing group to ensure children are free from emotional turmoil	To support children's emotional wellbeing, so that they are able to focus on learning when in class and build positive relationships with adults and peers	By FLO termly feeding back to Head and Governors	Children have worked through their issues, especially helpful in the siblings group. In some instances children have been 'referred on' to Sand Play
School Listener.	Now part of FLO role	Continued	To give children an outlet for their feelings and emotions in school so learning time is not disrupted.	Children are able to focus on learning, issues from playtime, anger management and friendship issues are dealt with at appropriate times and do not impact on child's or classes learning.	SLT/Governors/SENCO Leader - 5 times a year. Evidenced through data analysis and Pupil Progress Meetings. EWS to monitor attendance. SLT monitoring serious behaviour issues.	Children are now referring themselves to School Listener as well as receiving requests from parents who may not directly be working with her or the FLO. Issues such as addiction to online gaming have come up during these sessions.

Quality CPD.	2500	Continued	All staff have high quality training linked to the school development plan and the needs of the children.	Planning and delivery of lessons is improved. All children's needs are met through Quality First Teaching.	SLT/Governors/SENCO Leader - 5 times a year. Evidenced through data analysis and Pupil Progress Meetings.	Training has included- Attachment, Behaviour, EP surgeries, Designated Teacher, writing, spelling
Cost of teacher increments to cover additional responsibilities (JB & RS)	7000	New	Maths and English Subject Leaders lead changes to the teaching and learning of children across the subjects	ARE for reading, writing and maths increase to be closer to the national averages for PP children	Head/Governors/ 5 times a year. Evidenced through data analysis and Pupil Progress Meetings.	English standards have risen across the school. SLT is a focused group identifying areas for development.

Where money is used to continue financing specific areas e.g. sand play this is because there is no sudden impact, a positive change in a child's mental health and self-esteem will not reflect on academic progress immediately and may take many months of counselling to start seeing results. It is also due to the fact that there is a waiting list for some interventions e.g. Therapeutic Story Writing.