

Number of Pupils and Pupil Premium Grant Received	SEPT 2018 – August 2019
Total number of pupils on roll	188
Total number of pupils eligible for PPG	60 (32%)
Amount of PPG received per pupil	1,320
Total amount of PPG received for period 1/9/17 to 31/8/18	£82100

Note: PP total = 55 x £1320 + 1 x £300 (service child) + 4 x £1900 LAC/post-LAC.

Pupil Premium Used For	Allocation of Funding	New or Continued?	Summary	Intended Outcomes	Monitoring	Impact
Non – Teaching SENCO– 60%	28000	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.	New cause for concerns forms and pupil passports introduced to support children quicker
TA/HLTA hours.	18900	Continued	Due to reduced budget funding Pupil Premium funding is the only way school can continue to have TAs in every class	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.	Classes supported by TAs this supports emotional health and well being alongside academic achievement. Children who are PP but nor SEN regularly make better than expected progress
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.	Children had regular attendance at school and were ready to learn.
Family Liaison Officer	18000	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.	Children and families supported. Number of CAFs, TAFs and CP plans has increased but relationships with parents and external agencies remain positive.
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.	SLT/EYFS Leader/SENCO - 5 times a year.	

				Children's self-belief increases as they achieve success beyond the school.	Evidenced through data analysis and Pupil Progress Meetings.	
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.	Number of visitors to school include authors, local museum which all children were able to access.
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.	All children offered opportunities – those that chose not to take them were for reasons other cost.
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.	Positive impact on social, emotional issues and self esteem of children. Due to the nature of the intervention data impact is difficult to monitor.
Therapeutic writing groups	£2400	Continued	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 confident to talk through their issues and realise that they are not the only ones who experience difficulties.

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.	See above
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.	Teacher assessments in maths and English show an increase in attainment. The majority of pupil premium children who do not have SEN are achieving in line with and in some cases better than 'other pupils'.
Cost of teacher increments to cover additional responsibilities (JB & RS)	4000	Continued	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.	Our December Ofsted commented on the positive impact

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.