

Pupil Premium 2019-21

The Pupil Premium Grant (PPG), which is additional to main school funding, is the Government's initiative to address the current underlying inequalities between children eligible for free school meals (FSM); and Children Looked After (CLA); and their peers. The Pupil Premium Grant is paid to schools by Local Authorities. The funding is calculated using the January School Census and CLA data returns.

Eligibility Definitions

Ever 6 FSM

The pupil premium for 2019 to 2021 will include pupils on the school census who are known to have been eligible for free school meals (FSM) since January 2013, as well as those first known to be eligible at January 2019 and up to January 2021.

Children adopted from care or who have left care

The pupil premium for 2019 to 2021 will include pupils recorded in the January 2019 (and up to January 2021) school census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

Ever 6 service child

For the purposes of these grant conditions, ever 6 service child means a pupil recorded in the January 2019 school census who was eligible for the service child premium since the January 2013 census as well as those recorded as a service child for the first time on the January 2019 school census and up to January 2021.

Principles of Pupil Premium Spending 2019-2021

- We ensure that teaching and learning opportunities for all pupils meet their individual needs
- We ensure that appropriate provision is made for all pupils who belong to vulnerable groups and this includes ensuring that the needs of the socially disadvantaged children are adequately assessed and addressed
- We recognise that, when making provision for socially disadvantaged children, not all children in receipt of FSM are disadvantaged
- Similarly we recognise that there are children not in receipt of FSM who are socially disadvantaged and we reserve the right to make special provisions for these children
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups and/or individuals. Limited funding may mean that not every child receiving FSM will be in receipt of Pupil Premium interventions at any one time.

Northcott allocated the funding for 2019 -2021 where it was most likely to have an impact. As part of the school's regular performance monitoring we evaluate the impact of PPG. This is done in a variety of ways including pupil observation, pupil assessment by internal/external specialists, and performance related data. ***In 2019-2020 PPG school cohort was 53% (9 LACS) and in 2020-2021 PPG cohort 54% made up of 50% FSM/E6 and 8 LACS (prior to Jan census)***

Priorities For Academic Year 2019-2021

In 2019-2020 5 key areas have been identified which are ultimately aimed at improving outcomes for our most disadvantaged, who in some cases are also our most able students or students with the most complex needs, particularly with regards to our CLA cohort. **Estimated amount £85,160 for 2019-2020**
Plus estimated amount for 2020-2021 £80, 137 makes a total for two years of £165,297

1. To continue to narrow gaps in attainment for the disadvantaged group in both reading and writing
2. To improve CLA progress in reading and speaking and listening to at least in line with their non CLA peers
3. To narrow gaps in attainment in maths number and maths measure for disadvantaged cohort
4. To improve tracking of disadvantage groups attendance, reducing Persistent Absence further
5. To improve staff well-being expertise in terms of working with pupils with ASD, SLCN, Attachment Disorder

Additional Targets added for 2020-2021

6. To ensure that all pupils have access to quality on-line learning and where needed bespoke provision and support
7. To improve all staff's understanding of impact on pupil well-being by increasing staff awareness of increased safeguarding risks to all VG
8. To improve the school's capacity to deliver tiered support and early intervention for mental health needs

Pupil Premium Intervention	Estimated Cost 2 year 2019 -2021	Intended Impact
<p>English Reading and Writing Continue to embed Big Write into whole school curriculum Implement Reading Interventions in KS3 - small groups 12 week programme of additional support in Literacy & Primary FFT work Moderate end of unit assessments across key-stages Improve TLR tracking mid-year progress disadvantaged cohort Provide additional data training for TLR holders Reciprocal Reading training – all staff and follow up T&L monitoring Increasing vocabulary – whole school focus using Word of the week and word walls</p>	<p>£4104 £3600</p>	<p>Writing data will show that gaps continue to narrow Focus is not lost on writing whilst implementing reading interventions and narrowing gaps in reading Improved accuracy of end of unit assessments Reciprocal reading across subjects and increasing use of specialist subject vocab and widening of pupil vocab Carefully targeted intervention</p>
<p>CLA Reading & Speaking and Listening Implement whole school reading challenge and reading reward system Increase creative opportunities for S&L skills in topic work in primary and in enrichment curriculum activities (Scouts, STEM, Youth Bike, Choir)</p>	<p>£1100 £15200</p>	<p>CLA reading and S&L data will show a narrowing of gaps Creative and enrichment subjects will increase CLA confidence and engagement with more therapeutic topics Art Therapy for provision classes</p>

<p>Prioritise CLA for Reading interventions in KS3</p> <p>Additional exam support - drop down days for KS4 in Spring & Summer for both reading and S&L elements of formal accreditations (Jan-Mar 2020 and Jan 21 for functional Skills 2 pupils sitting Jan paper only).</p>	<p>£2052</p>	<p>CLA are prepared and confidently able to complete S&L assessments throughout KS4</p> <p>CLA pupils are able to access the exam questions in both the reading and writing sections of Step Up to English Paper & English Lang GCSE</p>
<p>Maths Number & Measure</p> <p>TLR holder to review LT and MT Plans & PPG data</p> <p>Ensure maths number embedded across all areas of curriculum in each term/unit</p> <p>Embedding of new Maths Curriculum and new pathways</p> <p>Training of AO candidate (JR) on identifying gaps in early numeracy learning</p> <p>TLR holder share best practice - focus Maths & STEM Challenge 22nd Jan</p> <p>Careful monitoring of dept feedback and target setting by SLT &TLR</p> <p>L1:1 intervention for CLA to improve progress in Maths Measure and Number as needed</p> <p>Numeracy Interventions – 12 week programmes termly with small groups</p> <p>Secondary & Primary TLR holder to work on through curriculum and challenging misconceptions and identifying gaps in learning of new and existing learners</p> <p>End and mid-year analysis aid target setting – drop down days x 5</p>	<p>£1800</p> <p>£4104</p> <p>£1100</p>	<p>More pupils in disadvantaged cohort make substantial progress in both maths number and maths measure</p> <p>Access to numeracy interventions are improved in primary and secondary, throughout school career</p> <p>Disadvantaged cohorts are prioritised for interventions</p> <p>Interventions are planned and costed into curriculum staffing</p> <p>Improved tracking of Maths progress using Progression Steps</p>
<p>Reduce Persistent Absence</p> <p>First day calling (LS) and home visits of target termly group (LA)</p> <p>SLT meetings for parents of termly target group, to agree, implement and review Attendance Action Plans & Parent Liaison Officer target group</p> <p>Reduce parentally condoned absence – of key target group</p> <p>Review EWO recruitment for Summer Term 2020</p> <p>Return to LA EWO SLA for 2020-2021</p> <p>Improve PA tracking – JW work with LS on termly and end of year tracking</p>	<p>£2895</p> <p>£22,547 (2 Years)</p> <p>£833</p>	<p>Reduce unauthorised absence</p> <p>Reduce parentally condoned absence (escalate up to SLT)</p> <p>Increase amount of pupils on AAP as necessary</p> <p>Safeguard pupils – parental capacity and responsibility</p> <p>EWO, Safeguarding & SLT able to more effectively challenge PA over school career by analysing termly & yearly trends. Providing Early & Escalated Interventions</p>
<p>Mental Health and Well Being</p> <p>Continue to improve pupils access to early intervention:</p> <p>ELSA, Friendship Groups, Anger Management & Self-esteem interventions</p> <p>Embed Head Start Programme at KS3 and KS4</p> <p>Audit PSHE against Head Start Excellence Award (School Improvement Group)</p> <p>Appoint PSHE Lead & evaluate PSHE curriculum (SRE focus)</p> <p>Appoint well-being lead for 2020-2021</p> <p>Increase well-being expertise of PSHE/Safeguarding Team</p>	<p>£45,094 (2 Years)</p> <p>£1100</p> <p>£28,672</p>	<p>Improved access to early intervention for our PPG cohort</p> <p>Reduction in serious incidents & bullying responded to promptly</p> <p>PPG cohort attendance in line with peers, school refusal reduced</p> <p>Reduction in peer to peer issues</p> <p>Gain HeadStart Excellence Award</p> <p>Have leads for both PSHE & Mental health – directly linked to safeguarding and SLT/DSL,</p> <p>Action early intervention and have path for escalation</p> <p>Staff confidently teach and personalise new SHRE education</p>

Develop SLC skills, increased access within curriculum and additional group and individual support, working with SALT & SLT to raise profile	£1200	SLC profile is raised and additional intervention are planned and costed into T4 small group intervention/curriculum timetable
Mental Health & Well Being Training: Attachment & Thrive training for whole school Prevent & CSE Refreshers done County Lines and Honour Based Violence (SSSCPD SLA) Mental Health Training (Lead and Staff) SRE training for staff use MESMAC/Cornerhouse readiness for new SRE guidelines and statutory changes SRE counselling 1:1 Cornerhouse Service Level Agreement	£1400 £3260 (2 Years)	Expertise relating to ASD, Attachment and Mental Health continue to improve across both teaching and support staff increases Staff confident to deal with emerging issues relating to well-being (own and that of pupils) SRE provision reviewed new LTP& MTP written Staff can recognise and confidently report increased vulnerability to exploitation Staff increasingly confident to deliver SRE
	£6922 (2 Years)	LA/CL/KS completed Mental Health Champions Programme
Total Cost	£146,983	Reserve £18314 for increase in summer term interventions to support KS4 and KS3 lit/num 1:2:1 If lockdown lifted by Easter

Impact Statement For Academic Years 2019-2021 will be evaluated at the end of the 2021 academic year as per DFe guidance.

Investment in year 2 has focused on increasing staff capacity and expertise on safeguarding, well-being, mental health and training staff to be able to plan and deliver new statutory SHRE curriculum.

Impact Statement For Academic Year 2018-2019

Writing and Speaking and listening has made significant progress across the school and this is reflected in in FSM figures:

FSM pupils have 5% better than their non FSM peers in Speaking and Listening

FSM pupils are 1% better than their non FSM peers in writing

Children Looked After have responded very well to interventions and strategies to improve writing

CLA show an increase of 23% on non CLA pupils in writing

CLA also show an increase on non CLA peers in Maths Number of 14% and 12% in maths measure

Pupil Premium/disadvantaged cohort as a whole have performed in line with peers in reading.

End of year 2019 (9 classes)	No.	English Speaking & Listening	English Reading	English Writing	Maths Number	Maths Measurement
		%	%	%	%	%
NON FSM	52	67	60	63	73	63
FSM	36	72	58	64	50	58

NON CLA	81	65	59	48	57	59
CLA	7	57	43	71	71	71
Non Pupil Premium	36	75	58	75	64	58
Pupil Premium	52	73	58	65	54	31
Disadvantaged	52	73	58	65	54	31
Not Disadvantaged	36	75	58	75	64	58

However, when we analyse year on year gaps for disadvantaged cohort progress has been made in all three areas of English measures with gaps remaining in Maths Number and Measure

Disadvantaged Comparison %	Speaking & Listening %	English reading %	English Writing %	Maths % Number	Maths Measure %
Data 2017-2018	31	56	53	75	67
Data 2018-2019	73 +42%	58 +2%	65 +12%	54 -21%	31 -36%

Maths Number and Measure are priority area for FSM/disadvantaged cohort

Reading and Speaking and Listening are priority for CLA cohort

Priorities For Academic Year 2018-2019:

Under a new Senior Leadership Team 5 key areas were identified which are ultimately aimed at improving outcomes for our most disadvantaged, who in many cases are also our most able students or students with the most complex needs, particularly with regards to our CLA cohort.

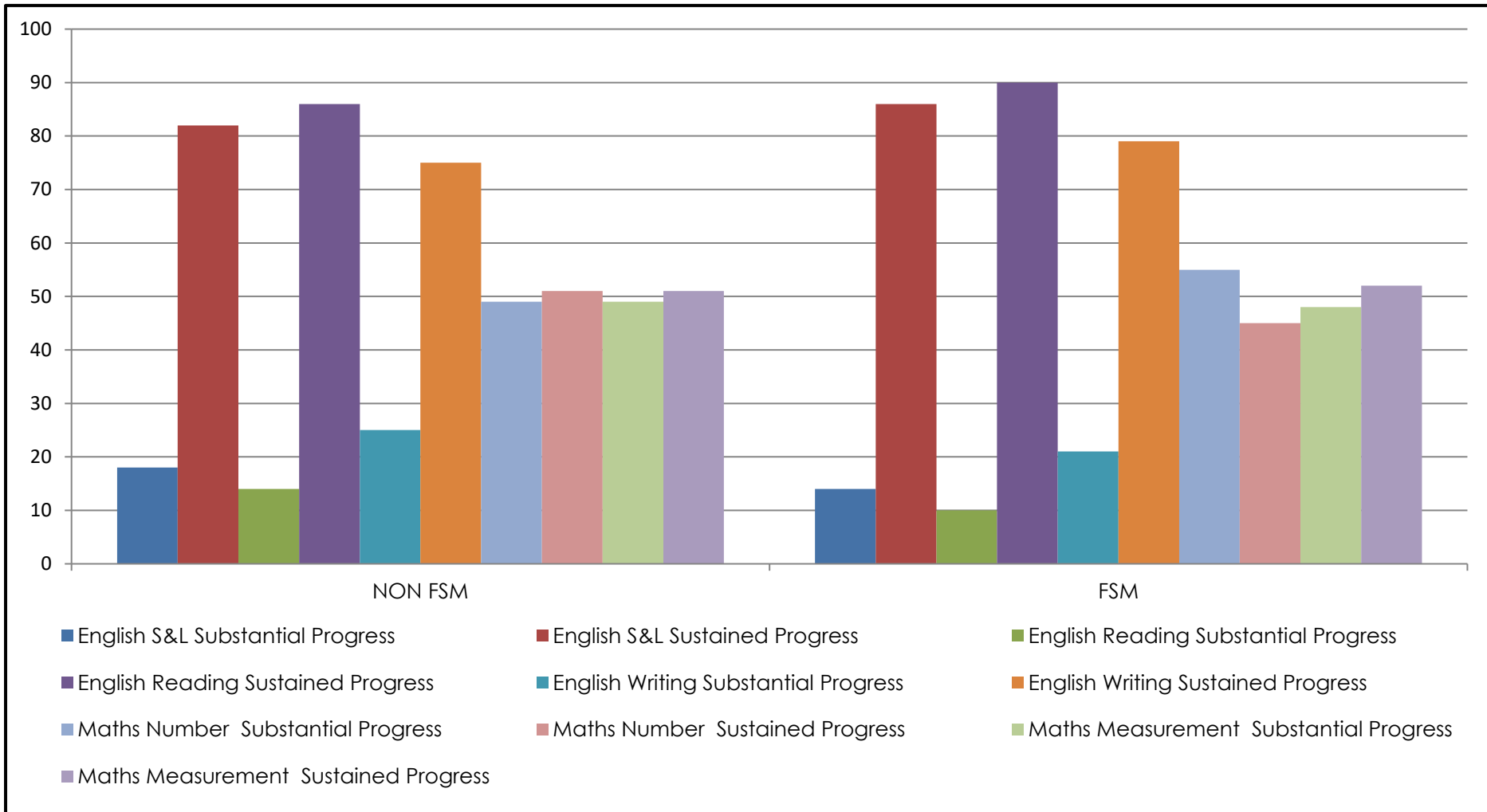
1. To increase the amount of students in the disadvantaged cohort who make ‘substantial progress’ in English writing – to at least in line with their peers
2. To increase the amount of CLA students who make ‘substantial progress’ in Maths Measure and Number
3. To improve re-integration into main school classes; improving disadvantaged cohort’s engagement with accredited core subject courses at KS4
4. Increase student access to behaviour specialists; social, communication and interaction skills specialists
5. Improve student well-being and mental health

Pupil Premium Funding for this financial year is estimated to be £91,925

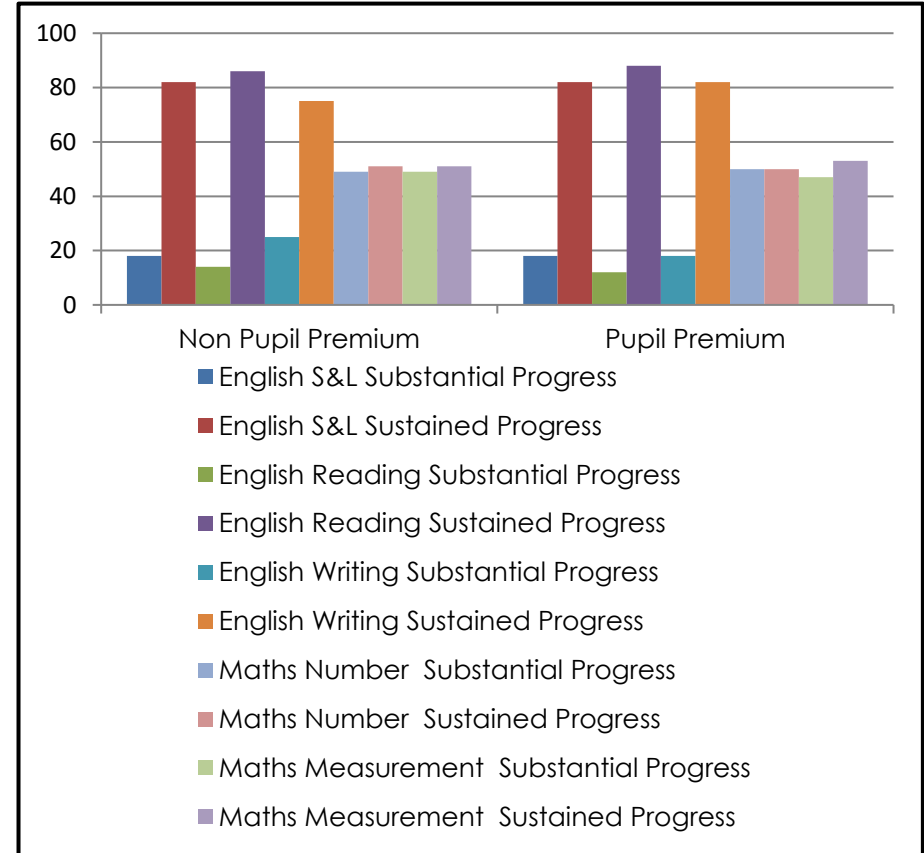
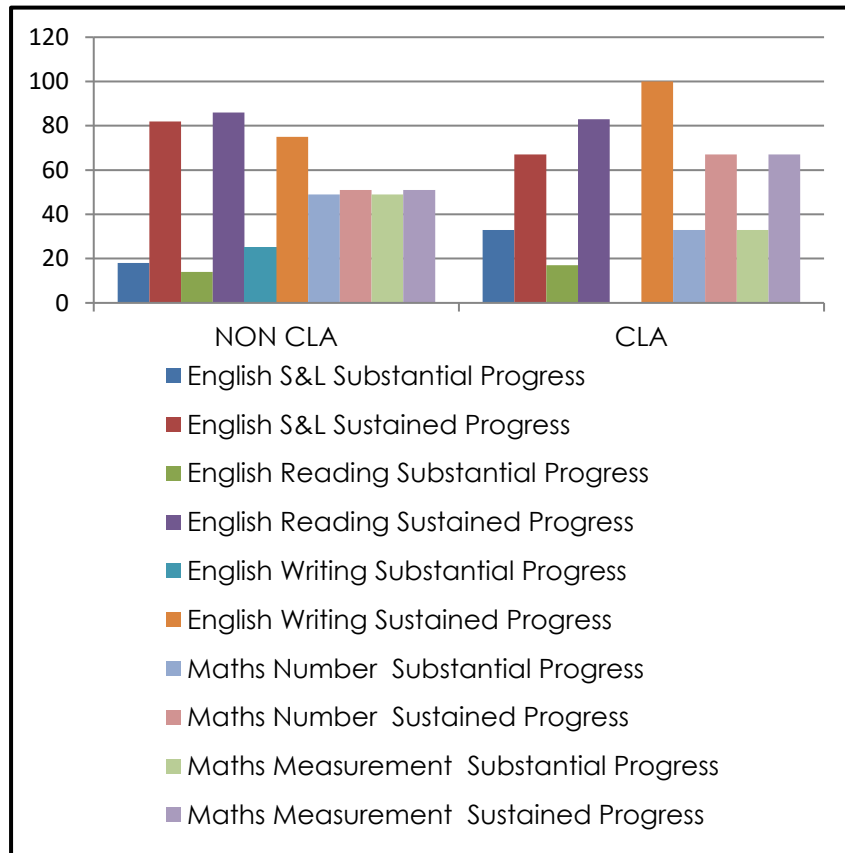
Pupil Premium Intervention	Estimated Cost	Impact
<p>1 English Writing Increase amount of functional writing in KS3 and KS4 curriculum Improve tracking of disadvantaged cohort at KS3 and KS4 for reading and writing Big Read & Big Write schemes embed Identify and provide intervention for PPG cohort who made less than substantial progress in 2017-2018 Star Assessment trial & TLR SDP work on tracking most able Literacy Interventions – Lexia and reading registration programmes</p>	<p>£2125</p> <p>£2229</p>	<p>More PPG cohort achieved substantial progress in writing (+12% on 2018) Increased opportunity to write non-fiction Improved tracking of writing in KS3 and KS4 Improved target setting and pupil feedback Wider range of accredited courses on offer Improved access to L1 courses post -16 Narrowed gaps for PPG and non PPG for literacy and numeracy All LAC access after School and lunch clubs</p>
<p>2 Maths Measure 1:1 intervention for CLA to improve progress in Maths Measure and Number Improve tracking of KS3 and KS4 in Maths by TLR holder TLR analysis of most able PPG cohort - provide follow up interventions Embedding of new Maths Curriculum and new pathways Numeracy Interventions – Easi-Maths</p>	<p>£12350</p> <p>£2125</p>	<p>CLA made substantial progress in Maths Measure (+ 14%) and Number (+12%) at least in line with non-CLA Most able PPG cohort make substantial progress Improved target setting and pupil feedback</p>
<p>3 Improve reintegration and access to main school core curriculum Support programmes planned and implemented for our most complex students</p>	<p>£12350</p>	<p>Bespoke curriculum for students with complex behaviour, medical and or mental health needs</p>

<p>'In-reach ' programme enabling observations of students, teachers practice and learning environment to inform Risk Assessments, Positive Handling and Behaviour Management Plans</p> <p>Reintegration Plans and agreed in Provision Meetings with appropriate pathway, support and monitoring between Provision and TLR holders. Small group or 1:1 interventions as needed</p>	<p>£2125</p>	<p>Phased integration into age/ability appropriate classes, when needed</p> <p>Improved access to core curriculum at a time which is appropriate n a pathway which is appropriate</p>
<p>4 Access to Internal Specialist Support</p> <p>See reintegration programme in Priority 3</p> <p>Train new L3 TA to deliver ELSA support, early intervention</p> <p>Friendship Groups, Anger Management & Self-esteem interventions</p> <p>Embed Head Start Programme at KS3 and KS4</p> <p>Audit PSHE against Head Start Excellence Award (School Improvement Group) – not completed in 2018/2019 carry forward to 2019/2020</p>	<p>£2000</p> <p>£12, 130</p>	<p>Improved access to early intervention for our PPG cohort</p> <p>Reduction in serious incidents</p> <p>PPG cohort attendance in line with peers</p> <p>Reduction in peer to peer issues</p> <p>Staff confident to deal with emerging issues relating to well-being (own and that of pupils)</p>
<p>5 Speech and Language Interventions (on-going)</p> <p>Improved access to KS4 core subjects for non-verbal or limited verbal students. All KS3 and KS4 classes receive 'Talk About Programme'. One to one SaLT as needed. S & L progress tracked by SLT.</p> <p>Lunchtime & Friday Activities programme – continued and expanded</p> <p>Embed Outdoor Learning in Primary Curriculum, develop Forest School Study units</p> <p>Expressive Arts built into whole school curriculum – work with music partners</p> <p>After School 1:1 for social skills</p>	<p>£27565</p>	<p>Non-verbal students able to mix with peers</p> <p>Improved communication for above</p> <p>No gap between FSM and Non</p> <p>Improving social interaction</p> <p>Improved access to expressive arts</p> <p>More 'wrap-around' care for growing CLA cohort</p>
<p>Attendance Intervention (on-going)</p> <p>Our EWO provides professional welfare support for families in challenging circumstances, through targeted support and multi-agency working along with our SLT and Safeguarding Team. In addition approximately 10 hrs per week to be used for first day calling, PA fast track work from the Curriculum Support Officer (LS).</p>	<p>£774</p> <p>£9345</p>	<p>Reduce school refusal using Attendance Action Plans</p> <p>Reduced Persistent Absence from 17.24% to 8.59%</p> <p>PA @ below 90% = 7.14% disadvantaged and 12.05% non disadvantaged</p> <p>Improved Home School Liaison for PA</p> <p>Improved attendance for PPG cohort</p>
<p>Inclusion Interventions (on-going)</p> <p>Our Vocational Support Officer (CY) and Connexions, provide intensive support for students accessing college or at risk of becoming NEET, arranging Taster Days and providing mentoring throughout application and interview process.</p> <p>Students in Y11 engage in CERTA qualification for Independent Travel which is aimed at increasing confidence for students preparing to access post-16.</p>	<p>£13730</p>	<p>Wider range of courses accessed</p> <p>Improved parent engagement with post-16 process</p> <p>Independent travel for our most able</p>
<p>Total:</p>	<p>£98,848</p>	

Identified Groups Performance Dashboard 2017-2018



	English S&L		English Reading		English Writing		Maths Number		Maths Measurement	
	%		%		%		%		%	
	Subst antial Progr ess	Sustai ned Progr ess	Subst antial Progr ess	Sustai ned Progr ess	Subst antial Progr ess	Sustai ned Progr ess	Subst antial Progr ess	Sustai ned Progr ess	Subst antial Progr ess	Sustai ned Progr ess
NON FSM	18	82	14	86	25	75	49	51	49	51
FSM	14	86	10	90	21	79	55	45	48	52
NON CLA	18	82	14	86	25	75	49	51	49	51
CLA	33	67	17	83	0	100	33	67	33	67
Non Pupil Premium	18	82	14	86	25	75	49	51	49	51
Pupil Premium	18	82	12	88	18	82	50	50	47	53



Analysis 2017 2018 Data

For analysis relating to students eligible to for PPG SLT focus on substantial progress in Speech and Language, English reading and Writing, Maths Number and Maths Measure.

CLA = Children Looked After

FSM = Free School Meal

PP = Pupil Premium

Strengths

- CLA make 15% more substantial progress in Speech and Language than non-CLA
- CLA make 3% more substantial progress in Reading than non-CLA
- FSM students make 6% more substantial progress in Maths Number than non-FSM
- 18% of PP students make substantial progress in Speech & Language - equal to non-PP
- For both FSM and PP students in Maths Measure the substantial progress measure shows no significant gaps/difference

Recommendations for 2018-2019

In English Writing our cohort of 'disadvantaged' students make excellent 'sustained progress' in relation to their non-disadvantaged peers. However, the aim in 2018-2019 is to increase the amount of students in the disadvantaged cohort who make 'substantial progress' – to at least in line with their peers. An additional area for development is to increase the amount of CLA students who make 'substantial progress' in Maths Measure and Number in 2018-2019.

Pupil Premium 2017-18

The Pupil Premium Grant (PPG), which is additional to main school funding, is the Government's initiative to address the current underlying inequalities between children eligible for free school meals (FSM); and Children Looked After (CLA); and their peers. The Pupil Premium Grant is paid to schools by Local Authorities. The funding is calculated using the January School Census and CLA data returns.

Eligibility Definitions

Ever 6 FSM

The pupil premium for 2017 to 2018 will include pupils recorded in the January 2017 school census who are known to have been eligible for free school meals (FSM) since May 2010, as well as those first known to be eligible at January 2017.

Children adopted from care or who have left care

The pupil premium for 2017 to 2018 will include pupils recorded in the January 2017 school census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

Ever 6 service child

For the purposes of these grant conditions, ever 6 service child means a pupil recorded in the January 2017 school census who was eligible for the service child premium since the January 2012 census as well as those recorded as a service child for the first time on the January 2017 school census.

Principles of Pupil Premium Spending 2017-2018

- We ensure that teaching and learning opportunities for all pupils meet their individual needs
- We ensure that appropriate provision is made for all pupils who belong to vulnerable groups and this includes ensuring that the needs of the socially disadvantaged children are adequately assessed and addressed
- We recognise that, when making provision for socially disadvantaged children, not all children in receipt of FSM are disadvantaged
- Similarly we recognise that there are children not in receipt of FSM who are socially disadvantaged and we reserve the right to make special provisions for these children
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups and/or individuals. Limited funding may mean that not every child receiving FSM will be in receipt of Pupil Premium interventions at any one time.

Northcott allocated the funding for 2017 -2018 where it was most likely to have an impact. As part of the school's regular performance monitoring we evaluate the impact of PPG. This is done in a variety of ways including pupil observation, pupil assessment by internal/external specialists, as well as performance related data. In this academic year there was a take up of 47% FSM and 6 CLA out of a whole school cohort of 54% who qualify for PPG.

Priorities For Academic Year 2017-2018:

Under a new Senior Leadership Team 5 key areas were identified which are ultimately aimed at improving outcomes for our most disadvantaged, who in many cases are also our most able students or students with the most complex needs, particularly with regards to our CLA cohort.

6. Invest in secondary specialist expertise for our most able at KS3 and KS4 (Maths and English)
7. Restructure Provision classes (protected learning environments) for pupils with the most complex needs
8. Create smaller groups in Early Years to aid Learning Through Play
9. Increase student access to social communication and interaction skills specialists
10. Improve student well-being and mental health

Pupil Premium Funding for this financial year amounted to £80,725

Pupil Premium Intervention	Estimated Cost	Impact
<p>TLR Holder Secondary English – intervention for our most able students in KS3 and KS4. New through curriculum for English from EYFS, Primary KS1 to secondary KS4. Big Read & Big Write schemes introduced.</p> <p>Literacy Interventions – Lexia and reading registration programmes</p> <p>Numeracy Interventions – Easi-Maths</p>	£2125	<p>Wider range of accredited courses on offer</p> <p>Improved access to L1 courses post -16</p> <p>Narrowed gaps for PPG and non PPG for literacy and numeracy</p> <p>All LAC access after School and lunch clubs</p>
<p>TLR Holder Provision (Behaviour)</p> <p>New support programmes planned and implemented for our most complex students.</p> <p>Restructured Provision classes to improve transition from protected environment to main school.</p> <p>Introduced an ‘In-reach ‘ programme to enable observations of students, teachers practice and learning environment which then informs Risk Assessments, Positive Handling and Behaviour Management Plans</p>	<p>£2125</p> <p>£12350</p>	<p>Bespoke curriculum for students with complex behaviour, medical and or mental health needs</p> <p>Phased integration into age/ability appropriate classes, when needed</p> <p>Improved engagement of PPG students on BM Plans</p>
<p>Speech and Language Interventions</p> <p>Improved access to KS4 core subjects for non-verbal or limited verbal students. All KS3 and KS4 classes receive ‘Talk About Programme’. One to one SaLT as needed. S & L progress tracked by SLT.</p> <p>Lunchtime & Friday Activities programme – continued and expanded</p> <p>Outdoor Learning implemented in Primary Curriculum, research Forest School</p> <p>Expressive Arts built into whole school curriculum</p>	£27565	<p>Non-verbal students able to mix with peers</p> <p>Improved communication for above</p> <p>No gap between FSM and Non</p> <p>Improving social interaction</p> <p>Improved access to expressive arts</p>

<p>Attendance Intervention</p> <p>Our EWO provides professional welfare support for families in challenging circumstances, through targeted support and multi-agency working along with our SLT and Safeguarding Team. In addition approximately 10 hrs per week to be used for first day calling, PA fast track work from the Curriculum Support Officer (LS).</p>	<p>£774 £9345</p>	<p>Reduce school refusal Reduce Persistent Absence Improved Home School Liaison for PA Improved attendance for PPG cohort</p>
<p>Inclusion Interventions</p> <p>Our Vocational Support Officer (CY) and Connexions, provide intensive support for students accessing college or at risk of becoming NEET, arranging Taster Days and providing mentoring throughout application and interview process.</p> <p>Students in Y11 engage in CERTA qualification for Independent Travel which is aimed at increasing confidence for students preparing to access post-16.</p> <p>After School 1 to 1 for LAC for Maths/English, Social and Life Skills</p>	<p>£13730 £13730</p>	<p>Wider range of courses accessed Improved parent engagement with post-16 process Independent travel for our most able</p>
<p>Primary Restructure</p> <p>An additional TLR holder post was created (for EYFS) and primary restructured. A more fluid learning environment created for EYFS and Primary 2 class enabling more outdoor learning, more small group work or one to one work.</p>	<p>£2125</p>	<p>Learning through play for EYFS Improved interaction and communication More Outdoor Learning in EYFS and KS1</p>
<p>Total:</p>	<p>£83,869</p>	

Review Impact of Priorities For Academic Year 2017-2018:

1. Invest in secondary specialist expertise for our most able at KS3 and KS4
2. Restructure Provision classes (protected learning environments) for pupils with the most complex needs
3. Create smaller groups in Early Years to aid Learning Through Play
4. Increase student access to social communication and interaction skills specialists
5. Improve student well-being and mental health

Priorities 2017-2018	Actions Taken	Impact
1. Invest in secondary specialist expertise for our most able at KS3 and KS4	Recruited specialist KS3 and KS4 English TLR holder Improved KS3 and KS4 Curriculum for our most able pupils (Maths, English, Science)	CLA make 3% more substantial progress than their non-CLA peers FSM/PP substantial progress is in line with their non-FSM/PP peers in Maths Measure Improved Core Curriculum Offer in place from Sept 2018 Potential for all pupils to complete L1 and L2 qualifications to aid post-16 routes
2. Restructure Provision classes for pupils with the most complex needs	Recruited Behaviour specialist for Provision Restructured Provision classes Planned re- integration of key students In-reach observation & support programme written	Bespoke timetables in place for all Provision Pupils Progress of basic skills in P1 evident Reintegration Programmes in place
3. Create smaller groups in Early Years to aid Learning Through Play	EYFS TLR holder recruited EYFS Curriculum reviewed Increased Sensory Diet in Primary Curriculum Tapestry training completed	Outdoor Learning Curriculum begun 3 Primary classes, mixed age/ability Fluid learning environments created P1 & P2 Tapestry evidences sensory progress P1, 2 &3
4. Increase student access to social communication and interaction skills specialists	Recruited ELSA additional support staff Restructured Speech and Language roles Maximised S&L staffing All classes now have timetabled slot	CLA make 15% more substantial progress than their non-CLA peers PP and Non-PP both make 18% substantial progress in S&L – no gap Increased access to S & L talk about programme and bespoke sessions Reduction in lower level behaviour of 23% Reduction in serious incidents of 2.7%
5. Improve student well-being and mental health	Head Start training undertaken by SLT Primary Jigsaw implemented Mental Health First Aid Lite – all TAs/teachers PSHE timetable reviewed	Attendance CLA 97.91% non CLA 93.66% FSM up 0.27% & P up 0.28% on 2016-2017 Friendship Groups established in ELSA Early intervention – first aid mental health

