

	Pupil Premium used for:	Amount allocated to the intervention / action	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...'
		(£ )					If you plan to repeat this activity, what would you change to improve it next time?
	Valley Trust Counsellor	1,081	continued	Counselling for 12 children (4 per term) across the whole school age range. Longer therapy blocks achievable where need is greatest.	Various possible intended outcomes; improved self esteem, improved peer engagement, improved attendance, improved engagement with learning.	Each child's family meets with counsellor at start and end of therapy block to review. Class teacher and Inc Lead set objective for intervention with agreement of family prior to start, this is reviewed at the end of therapy block. Progress against objective reviewed and recorded on termly class Intervention Plan. Inc Lead and Valley Trust representative meet with counsellor to review provision annually.	Children who have accessed this provision have been seen to engage with learning more appropriately/ improved peer relationships and come to terms with significant issues in personal lives. We have also been able to offer longer blocks of therapy where needed which we would hope to do again.

	Home School Link Worker Service/ Parenting Puzzle courses.	1,295.00	continued	Our HSLW works across the whole school age range supporting families with parenting advice, signposting to various local services and enhancing and improving relationships between home and school.	Various possible intended outcomes; improved attendance, improved relationship between home and school, parents feeling more confident in their own parenting ability and subsequent improvement in child's behaviour, parents community engagement improved and awareness of local services available to support them improved.	HSLW, parents and Inc Lead meet to establish desired outcome of intervention. Weekly contact between HSLW and family and school maintained verbally and after each meeting between home and HSLW a summary is shared with school. Half termly feedback sent to Inc Lead by HSLW. Inc Lead asked to feedback to line manager of HSLW re. their impact annually.	Consistency of staffing has been maintained in HSLW service and families have attended Parenting Puzzle course as well as drop in and 1:1 sessions with HSLW. In future we will endeavour to 'up the profile' of the HSLW role so that all families feel it is a resource for 'them'. Provision Map shows measure of positive impact.
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	Inclusion Support Staff including Play Leaders	73,428.00	continued	These staff members work across the whole school age range. They have received specific training enabling them to deliver tailored intervention for those with SLCN and Social Skills needs in addition to curriculum support ensuring that our disadvantaged and vulnerable children maintain good progress avoiding gaps. We have a fully trained ELSA as part of this team now as well.	Various possible intended outcomes; improved self esteem, improved peer engagement, improved language skills, improved engagement with learning.	All interventions carried out by these staff members are included on class teacher intervention plans and shared with parents on provision maps. As such impact is reviewed at least termly, sooner if specified as part of specific intervention. Our robust training and appraisal system ensures positive impact of intervention is maintained.	ELSA is very successful and would hope to expand use across school. Inclusion offer continues to have positive impact on attainment and progress across school as evidenced by Provision Map. Majority of impact graded as '1'. ELSA more involved in whole staff training; Emotion Coaching for implementation of revised behaviour policy and Trauma Informed in support of CLA children. Children joining our nursery also have access to SLCN trained staff, further sharing of techniques with home in future.
	Financial assistance enabling curricular access.	3,597.00	continued	Direct financial assistance enabling children to access all areas of school life including residentials ensuring they feel part of the community.	This ensures disadvantaged children maintain full curriculum access.	Inc Lead and Business Manager discuss each case prior to agreeing to fund. Termly PP spending review monitors impact. Evidence of success depends on focus of funding e.g. child is able to fully participate in post activity work.	All areas of school life continue to be accessible to all pupils regardless of disadvantaged status

	Learning resources	1,909	new	Purchase Mathletics and other learning resources	Provides positive, creative outdoor play opportunities for children from all backgrounds and accommodation types. Helps to reinforce our status as a 'Healthy School' underlining the message of healthy eating and exercise.	Playground staff to monitor positive use of equipment. Inclusion Lead to ensure all children across year groups able to access.	Expansion of revised behaviour policy is beginning to positively impact log of incidents at lunch play due to more structured opportunities at playtime.
	Total						
	<b><u>Pupil Premium Allocation 2017-18,</u></b> <b><u>£</u></b>	<b><u>Pupil Premium Spend 2017-18</u></b> <b><u>£</u></b>	<b><u>Pupil Premium 2017-18</u></b> <b><u>£</u></b>	<b><u>Balance</u></b>			
	<b>99,724</b>	<b>81,079.00</b>	<b>18,644</b>				