



Area of Spend	Pupil Premium Money Allocated	Description of Intervention	Rationale For Why This Intervention Has Been Selected Linked To Barriers To Learning	How Impact Going to be Measured and by Who?	Specific Intended Outcomes
Oral Language Intervention- HLTA	£6,916	To deliver individual programmes of Speech and Language 1:1 or on a small group basis five mornings a week	Children entering with poor oral language skills in EYFS results in limited vocabulary and poor auditory discrimination which are essential for the development of early reading and writing. Due to the increased Speech and Language needs within the local area and catchment of the school, children have to wait usually between six to eight months to access a block of therapy. By providing this therapy at school progress can hopefully be made quicker as the intervention happens sooner.	PP SALT children will be reviewed termly to note progress and next steps. Parents will be invited to review meetings to discuss support given at home. Half termly pupil progress meetings with SLT and class teachers including Pen Portraits documents Year Leaders Inclusion and PP Lead Head of School	Children will make accelerated progress in their speech and language development resulting in increased progress academically and increased self-esteem .
Communication and Language- SALT therapist	£3,900	Independent SALT therapist employed to oversee the Speech and Language programmes	Due to the increased Speech and Language needs within the local area and catchment of	PP SALT children will be reviewed termly to note progress and next steps. Parents will be	Children will make accelerated progress in their speech and language development



		of our PP children one full day every two weeks	the school, children have to wait usually between six to eight months to access a block of therapy. By providing this therapy at school progress can hopefully be made quicker as the intervention happens sooner.	invited to review meetings to discuss support given at home. Half termly pupil progress meetings with SLT and class teachers including Pen Portraits documents Year Leaders Inclusion and PP Lead Head of School	resulting in increased progress academically and increased self-esteem
Social and Emotional Learning- ELSA	£6,248	Trained ELSA to carry out group and 1:1 sessions to promote emotional well-being and positive mental health which has an impact on behaviour, attendance, social relationships and attainment	Poor self-regulation strategies including low self-esteem and interpersonal problem solving skills are becoming more frequent in our PP children. Many have complex family backgrounds with numerous other agencies involved. By providing ELSA support at school we aim to give our children a safe place to make sense of their personal situations and provide them with strategies to	SDQ's completed at the beginning and at the end of an intervention to give some quantitative data alongside some pupil case studies along with pupil voice questionnaires Inclusion and PP Lead ELSA Lead	Children will be able to self-regulate their behaviour more effectively and know which strategies to draw upon in difficult situations



			use when required.		
Parental Engagement-PCW	£11,028	Active engagement targeted at PP parents to support them around challenges in the home and at school, such as attendance and behaviour. Opportunity to attend Family Seal group offered. Attendance monitored weekly by attendance lead. Families of PP children to be offered free breakfast club provision to support attendance. Support required together with PCW for those families that need extra help around attendance issues. More opportunities will be offered in the school year for parents to attend share times in the classrooms with their child.	Some of our PP families need extra support on a daily basis, alongside the support given from other agencies. Parental engagement and involvement has been proven to increase academic progress and school attendance (EEF). We have lower attendance for PP children across all year groups. Last year it was sitting at 93% compared to 95% non-PP children. There is also a lack of parental engagement with school events which reduces opportunities to increase aspiration within the school community.	PCW will keep a log of families seen and outcomes of discussions where appropriate including list of referrals made to other agencies including FOW. Overall attendance percentages will rise due to weekly monitoring of PP attendance by attendance lead. Increased parental engagement with our PP families to raise expectations around pupil achievement. Attendance Lead Inclusion and PP Lead Head of School PCW SAW FOW	Families will feel supported and listened to and directed to different agencies when needed. There will be an increased percentage rise in our PP children's attendance and there will be higher aspirations for our PP children which will lead to increased attainment as parents will help support and encourage learning at home.
Social and Emotional Learning-Forest Schools	£7,243	All the PP children are given the opportunity to participate in our Forest Schools	Research has shown that PP children are more likely to have lower self-esteem and	SDQ's completed for each child at the start and at the end of a block to give a	Increased self-esteem and self-confidence which will lead to



		programme across the year to improve confidence, self-esteem and resilience. Forest School takes place on a Friday afternoon	self-confidence. Forest school provides a different learning experience to help increase self-belief and an increased readiness to learn.	quantitative date set. Together with pupil voice and parent questionnaires' providing qualitative information. Weekly lesson observations provided by Forest School lead Inclusion and PP Lead Forest School Lead	happier and more resilient children who want to learn and have a go at new challenges in the classroom.
Social and Emotional Learning- Art Therapy	£3,990	More vulnerable and complex PP children are selected for Art therapy sessions to provide a safe environment to be creative with a trained therapist. Sometimes it can be hard to find the words to say but easier to draw the emotion through a picture. Art therapy takes place on a Friday morning	Arts participation has shown to improve the attitudes and well-being of young learners (EEF). This will help to improve overall self - esteem and readiness to learn in the classroom.	SDQ's completed for each child at the start and at the end of a block to give a quantitative date set. Termly reports generated by therapists to note the next steps Inclusion and PP Lead Art Therapist ELSA Lead	Children accessing the Art Therapy will have an outlet to be expressive using art rather than words. Number of behaviour incidents reduced due to increased oral emotional literacy
Cognition and Learning- Educational	£1,500	Independent EP employed to oversee and provide additional	Early intervention is paramount in narrowing the	Half termly pupil progress meetings with SLT and class teachers	Better understand of specific educational needs and strategies to



<p>Psychologist</p>		<p>advice for more complex PP children to raise individual attainment. One meeting a term</p>	<p>attainment gap between our disadvantaged and non-disadvantaged children. Through assessment and advice from our EP specifically for our more complex PP children who might also have special educational needs , our aim is to see accelerated progress across identified areas of need.</p>	<p>including Pen Portraits documents to discuss progress</p> <p>Classroom visits to observe new strategies/advice in place</p> <p>Inclusion and PP Lead</p>	<p>use by the class teacher which will lead to increased progress in learning</p>
<p>Cognition and Learning- Raising Attainment- Small group tuition and 1:1 tuition</p>	<p>£62,742</p>	<p>Individual and small group interventions carried out in the afternoons by trained TA's to provide additional teaching opportunities to raise attainment. All PP children to be given a Salford reading test at the beginning and end of each term.</p>	<p>Early intervention is paramount in narrowing the attainment gap between our disadvantaged and non-disadvantaged children. By providing a variety of different interventions we can target specific areas of need where gaps in learning are evident. Precision Teaching, FFT, Number Masters, Reading.</p>	<p>Half termly pupil progress meetings with SLT and class teachers including Pen Portraits documents to discuss progress.</p> <p>Termly intervention monitoring</p> <p>PP Lead Inclusion Lead Head of School</p>	<p>Accelerated progress in specific areas of learning to narrow then close the attainment gap between disadvantaged and non-disadvantaged children.</p>
<p>Cognition and</p>	<p>£5,412</p>	<p>Further opportunities</p>	<p>Early intervention is</p>	<p>Half termly pupil</p>	



<p>Learning- Raising Attainment- Small group tuition and 1:1 tuition</p>		<p>to support PP children in Y2 with their learning to raise attainment three mornings a week and extra reading opportunities for those PP children who do not attend the reading room sessions with a parent.</p>	<p>paramount in narrowing the attainment gap between our disadvantaged and non-disadvantaged children. By providing a variety of small group and 1:1 interventions we can target specific areas of need where gaps in learning are evident.</p>	<p>progress meetings with SLT and class teachers including Pen Portraits documents to discuss progress. Termly intervention monitoring Inclusion Lead Head to School</p>	<p>Accelerated progress in specific areas of learning to narrow then close the attainment gap between disadvantaged and non-disadvantaged children.</p>
<p>Pupil Support</p>	<p>£1,000</p>	<p>To provide support when needed for breakfast club , school uniform, trip donations and additional clubs</p>	<p>We want all our PP children to be and feel included. This money will help a few families that might need additional support for their child at some point in the academic year</p>	<p>Log kept of all money used for PP children to access clubs, trips etc Pupil voice through questionnaires and pupil anecdotes</p>	<p>Families feel supported in time of need and our PP children feel included at all times leading to less stress and feeling left out.</p>
	<p>Total Spend 111,287</p>				