



Area of Spend	PP Money	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
<p>Federation Barrier Communication and Comprehension skills</p> <p>Communication and Language-</p> <p>Purchasing SALT therapist</p>	<p>£4,750</p>	<p>Independent SALT therapist employed to oversee the Speech and Language programmes of our PP children one full day every two weeks</p> <p>SALT therapist providing training for all EYFS TA's on the correct developmental sequence of receptive and expressive language and what to look out for when development is delayed for all children. Parents will be invited to review meetings to discuss support given at home.</p>	<p>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 should be quicker as the intervention happens sooner. In September 2016 there was 15% of EYFS children on the SALT caseload. 11% of Year 1 on the SALT case load. 5% of Year 2 on the SALT case load.</p>	<p>PP SALT children will be reviewed at designated times as directed by the SALT therapist to monitor progress against SALT criteria and next steps. Assessment tools that are used are in line with NHS SALT assessments. SENCO to keep a record of all new SALT referrals made. Termly reviews of the SALT therapy list.</p> <p>Half termly pupil progress meetings with SLT, Year Leads and governor, using colour coded data sheets including Pen Portraits documents to discuss progress and reasons why progress might not be evident.</p>	<p>Children will make accelerated progress in their speech and language development resulting in increased progress academically, increased self- esteem and more children being discharged from the SALT caseload after review appointments.</p>



				Half termly data report by Head Teacher	
Communication and Language Oral Language Intervention- HLTA	£8, 054	To deliver individual programmes of Speech and Language 1:1 or on a small group basis 12 hours a week under the direction of the SALT therapist.	Children entering school 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 screening and therapy at school needs can be identified earlier and therapy targeted.	As Above	As Above.
Communication and Language Oral Language Intervention- EYFS	£4, 102	To deliver individual programmes of Speech and Language 1:1 or on a small group basis 8 hours a week under the direction of the SALT	EYFS data % to be added hereof those 30 – 50 Due to the increased Speech and Language needs within the local area	As Above	As Above



		<p>therapist.</p> <p>Screening of all PP EYFS children on receptive language understanding at point of entry in September 2017. This will highlight early identification of those needing therapy.</p>	<p>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 should be quicker as the intervention happens sooner. In September 2016 there was 15% of EYFS children on the SALT caseload.</p>		
<p>Federation Barrier Challenging Behaviour</p> <p>Social and Emotional Learning</p> <p>Emotional Literacy Support Worker (ELSA)</p>	<p>£6,308</p>	<p>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.</p>	<p>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 provide our children a safe place to make sense of their personal situations and provide them with strategies to use when required.</p>	<p>ELSA support assessment completed at the beginning and at the end of an intervention by ELSA to give quantitative data in the five areas:</p> <ul style="list-style-type: none"> -Overall stress -Emotional Distress -Behavioural Difficulties -Hyperactivity and concentration difficulties -Difficulties getting along with other children <p>Pupil case studies and pupil voice</p>	<p>Children will be able to self-regulate their behaviour more effectively and become more resilient, knowing which strategies to draw upon in difficult situations.</p>



				<p>questionnaires.</p> <p>ELSA support assessment sheet administered at the end of the intervention will show decreases in high scores taken at the baseline assessment to show impact of intervention. This data will be collated at the end of a block of intervention and collated to show impact via a point score</p> <p>Boxall profile for some children completed at the beginning and at the end of the intervention.</p>	
<p>Social and Emotional Learning</p> <p>Purchasing Forest Schools</p>	£4, 125	33 sessions delivered throughout the academic year. All the PP children are given the opportunity to participate in the programme across the year to improve confidence, self-esteem and resilience.	Research has shown that PP children are more likely to have lower self-esteem and self-confidence. Forest school provides a different learning experience to help increase self-belief and an increased readiness to learn.	<p>Strength and Difficulties questionnaires completed at the beginning and at the end of an intervention by PP lead to give quantitative data in the five areas:</p> <p>-Overall stress</p>	Increased self-esteem and self-confidence which will lead to happier and more resilient children who want to learn and 'have a go' at new challenges in the classroom.



		Each block lasts for 5 weeks.		<ul style="list-style-type: none"> -Emotional Distress -Behavioural Difficulties -Hyperactivity and concentration difficulties -Difficulties getting along with other children <p>Pupil case studies and pupil voice questionnaires.</p> <p>SDQ's administered at the end of the intervention by PP lead will show decreases in high scores taken at the baseline assessment to show impact of intervention.</p> <p>Weekly lesson observations provided by Forest School lead with detailed notes.</p>	
<p>Social and Emotional Learning</p> <p>Purchasing Art Therapy</p>	£3,630	33 sessions across the academic year purchased. The children selected will have already had access to ELSA work. It will be the vulnerable	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	Strength and Difficulties questionnaires completed at the beginning and at the end of an intervention by PP lead to give quantitative	Children accessing Art Therapy will have an outlet to be expressive using art rather than words. Number of behaviour incidents



		<p>and complex PP children who are selected for Art therapy sessions, 11 per term, to provide a safe environment to be creative with a trained therapist.</p> <p>Sometimes it can be hard to find the words to say but easier to draw the emotion through a picture.</p>	to learn in the classroom.	<p>data in the five areas:</p> <ul style="list-style-type: none"> -Overall stress -Emotional Distress -Behavioural Difficulties -Hyperactivity and concentration difficulties -Difficulties getting along with other children <p>Pupil case studies and pupil voice questionnaires.</p> <p>SDQ's administered at the end of the intervention will show decreases in high scores taken at the baseline assessment to show impact of intervention</p> <p>Termly reports generated by art therapist to note the next steps</p>	reduced due to increased oral emotional literacy and a general happier presentation in school.
<p>Social and Emotional Learning</p> <p>Purchasing Strength and Difficulty Questionnaires (SDQ)</p>	£150	Strength and Difficulties questionnaires completed at the beginning and end of social and emotional interventions to give quantitative data.	A measure is needed to track progress in areas connected to Social and Emotional Interventions.	SDQ's completed for each child at the start and at the end of a block to give a quantitative data set across all six areas to show impact of	There will be evidence to track progress across the six areas assessed



		The areas being assessed are -Overall stress -Emotional Distress -Behavioural Difficulties -Hyperactivity and concentration difficulties -Difficulties getting along with other children		the intervention. SDQ's administered at the end of the intervention will show decreases in high scores taken at the baseline assessment to show impact of intervention.	
Federation Barrier Connecting to the School and a Sense of Belonging. Parental Engagement Social and Emotional Learning Pastoral Care Worker (PCW)	£11, 290	Active engagement targeted at parents to support them around challenges in the home and at school. Referrals will be made to the Family Outreach Worker where necessary in consultation with the parent. Some parents will be offered to attend the SEAL group with their child. 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). There is a lack of parental take-up with school events run by class teachers. This lack of engagement 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 via My Concern. Attendance at SEAL sessions will be monitored to give an overall %	Families will feel supported and listened to and directed to different agencies when needed. Families will feel part of the school community through increased opportunities to attend activities within school.



<p>Parental Engagement</p> <p>Marvellous Me App</p>	<p>£749</p>	<p>All teachers will have access to the App in their classroom. During the week they will be able to message home to a parent/s what their child has learnt about/achieved during a session, and what learning is going to happen over the coming week. This will provide a platform for the parent to begin a conversation with their child about learning. This will increase parental engagement with their child’s learning. One year licence.</p>	<p>Parental engagement and involvement has been proven to increase academic progress and school attendance (EEF).</p> <p>There is a lack of parental take-up with school events run by class teachers. This lack of engagement and apathy reduces opportunities to increase aspiration within the school community.</p>	<p>Baseline questionnaire to parents on communication in school at the beginning of the project , April 17 giving qualitative data. From the data the results show that 65% of parents know what their children is learning about, 59% know what the next steps in learning are and 52% of children talk about school and learning at home. Questionnaire repeated July 17 to review take-up and parent thoughts on the app. This will provide quantitate and qualitative data to support next steps. PP Lead to oversee</p> <p>Weekly monitoring of the quantity of messages sent home by PP lead and IT support and the amount of high fives back from parents to show when the message</p>	<p>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. Overall parental satisfaction will increase.</p>
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				<p>has been read.</p> <p>Increased parental engagement with all our families to raise expectations around pupil achievement and pupil learning. Increased attendance at school events.</p>	
<p>Federation Barrier Poor Attendance</p> <p>Parental Engagement</p> <p>Attendance Monitoring</p>	<p>£1, 338</p>	<p>PP Attendance monitored weekly by attendance lead and phone calls made to parents where no reason has been given for an absence. Whole school attendance monitored every two weeks. Weekly class attendance monitored and reward given for the class with the best attendance. Half termly certificate given to children with attendance of 96% or above, with one child receiving a £20 voucher</p>	<p>There is lower attendance for PP children across all year groups. Last year it was sitting at 93% Compared to 95% non-PP children. More time is needed to monitor the absence and have direct face to face conversations with parents to be able to have a greater impact and see attendance levels rise. More challenge towards parents given by SAW and attendance lead.</p>	<p>Overall attendance percentages for all children will increase due to more frequent monitoring and specifically PP children weekly by attendance lead.</p> <p>Half termly data collections will show an increase in attendance of PP children and PA children.</p> <p>Notes taken at attendance meetings will be uploaded to my Concern for Safe the</p>	<p>Whole school attendance percentage will increase as will PP attendance to be in line with national 96% The number of PA children will decrease.</p>



		<p>Families of PP children to be offered free breakfast club provision to support attendance where needed.</p> <p>Additional meetings with SAW to be offered for PP parents.</p> <p>Parents will be given printout of their child's attendance at the parents evening meetings in the Autumn Term with a covering letter, and again with the school report sent home in the Spring Term.</p>		<p>Guarding Team to use in meetings with social care to support attendance at school.</p> <p>Breakfast club attendance will be monitored via breakfast club register</p> <p>Attendance percentages on Raise and Data Dashboard.</p>	
<p>Federation Barrier <i>Below expected starting points on entry into school together with low parental engagement with learning</i></p> <p>Cognition and Learning</p> <p>Raising Attainment-</p>	£41, 016	<p>Misconceptions and knowledge gaps are targeted through quality first teaching, responsive marking and feedback for all children. For a few, interventions including precision teaching and Fischer Family Trust are needed. For others small group interventions and smaller teaching groups</p>	<p>Where children are not on track to make Age Related Expectations accelerated progress needs to happen. Specific gaps are identified through quality first teaching and responsive marking. Once identified gaps can then be targeted through a range of different strategies via the class teacher or teaching</p>	<p>Half termly pupil progress meetings with SLT, Year Leads and governor using colour coded data sheets including Pen Portraits documents to discuss progress and reasons why progress might not be evident.</p> <p>Half termly data report</p>	<p>Accelerated progress to achieve Age Related Expectations or Above</p>



<p>Teaching Assistant support Year 1 and 2</p>		<p>including Read Write Inc phonics and Number Masters led by the teacher or the TA can be accessed. Teacher led same day interventions is used for over learning strategies.</p>	<p>assistant.</p>	<p>by Head Teacher.</p> <p>Regular Book Looks to track progress, consistency and expectations across all children.</p> <p>Termly moderation exercises across year group teams.</p> <p>Specific PP data monitoring half termly for all PP children showing percentages of children who are on track to meet ARE, below ARE and above ARE. Children who have received additional support should make accelerated progress.</p> <p>Termly Intervention Drop Ins to monitor intervention delivery.</p> <p>Year 1 Phonics test data- Raise and Data Dashboard</p>	
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				Year 2 SATs and teacher assessment data- Raise and Data Dashboard	
<p>Cognition and Learning</p> <p>Raising Attainment- Teaching Assistant support EYFS</p>	£19, 948	<p>Over learning strategies and teaching in smaller groups by the class teacher and the teaching assistant create an environment where rapid progress can happen. Repetition of learning is essential. A close working partnership between the teacher and the class based TA is imperative for this to happen.</p>	<p>Low baseline starting points -54% of the cohort are below or well below ARE on entry in the prime Areas: Communication and language; Physical development; Personal, social and emotional development. Smaller teaching groups and over learning interventions ensure more adult time and attention is given to these areas including specific areas of literacy and maths.</p>	<p>Half termly pupil progress meetings with SLT, Year Leads and governor using colour coded data sheets including Pen Portraits documents to discuss progress and reasons why progress might not be evident.</p> <p>Half termly data report by Head Teacher.</p> <p>Regular Book Looks to track progress, consistency and expectations across all children.</p> <p>Termly moderation exercises across year group teams.</p> <p>Specific PP data monitoring half termly for all PP children</p>	<p>Accelerated progress in specific areas of learning will lead to high attainment for all children.</p>



				<p>showing percentages of children who are on track to meet ARE, below ARE and above ARE.</p> <p>GLD data – Raise and Data Dashboard</p> <p>ELG data – Raise and Data Dashboard</p>	
<p>Cognition and Learning</p> <p>Purchasing Educational Psychologist</p>	<p>£2, 100</p>	<p>Independent EP to oversee and provide additional advice and specialist assessment for more complex learning needs to raise individual attainment. These PP children will typically be achieving significantly below age related expectations. One full day in school 4 times a year</p>	<p>Early intervention is paramount in narrowing the attainment gap between our disadvantaged and non-disadvantaged children. Through specialist assessment and advice specifically for our more complex children our aim is to see accelerated progress across identified areas of need.</p>	<p>Half termly pupil progress meetings with SLT, Year Leads and governor using colour coded data sheets including Pen Portrait documents to discuss progress and reasons why progress might not be evident.</p> <p>Half termly data report by Head Teacher.</p> <p>Regular Book Looks to track progress, consistency and expectations across all children by SLT.</p> <p>Termly moderation</p>	<p>Increased understand of specific educational needs and strategies to use which will lead to accelerated progress in learning</p>



				<p>exercises across year group teams.</p> <p>Specific PP data monitoring half termly for all PP children showing percentages of children who are on track to meet ARE, below ARE and above ARE.</p> <p>Classroom visits to observe new strategies/advice in place.</p> <p>EP review meeting notes and next steps.</p>	
<p>Cognition and Learning</p> <p>DEST testing</p>	£302	<p>The DEST test is administered by a trained HLTA to highlight what the areas of weakness are specifically in literacy skills and if there is a risk of dyslexia. The test takes 40 minutes to administer and the results show the risk quotient that a child has of having a specific learning difficulty. Children with a high risk</p>	<p>A more in-depth understanding is needed when some children are not making expected progress and the barriers to learning are not easily identifiable. The DEST assessment is a tool to be able to gain a deeper knowledge into specific areas of need. Once the need has been identified further assessment can be</p>	<p>DEST assessment data generated at point of assessment. Half termly pupil progress meetings with SLT, Year Leads and governor using colour coded data sheets including Pen Portraits documents to discuss progress and reasons why progress might not be evident.</p>	<p>Children identified as having a potential specific learning difficulty are identified and referred on for additional assessment.</p>



		result are then referred for a specialist assessment with the SENSS team.	requested and specific intervention started.		
Cognition and Learning Purchasing SENSS testing	£983	A diagnostic literacy assessment providing standardised scores in phonological processing, memory and speed of processing, vocabulary understanding and spelling ability. 4 tests per year	Dyslexia has a large inherited component (about 50%). Dyslexia in a parent is certainly a risk factor for dyslexia in the child. Current research suggests that if either a father or a mother is dyslexic their sons have approximately a 75% of being dyslexic, whilst girls will have a 25% chance. Many parents say that they are dyslexic or they have a family member that is dyslexic.	Standardised assessment data generated at point of assessment.	Early intervention and identification will mean more specific teaching strategies at point of learning.
Cognition and Learning KS1 Able Maths Event	£450	12 more able PP children will be selected to attend a Higher Achieving maths event at a local primary school. Strategies gained will then be transferred back to the classroom for all children.	More challenge for the higher achieving PP children in maths. Going to another school to carry out this activity will also provide a new environment for learning and promote resilience and co-operation skills with new children.	Specific PP data monitoring in Maths half termly for all PP children showing percentages of children who are on track to meet ARE, below ARE and above ARE.	Further evidence gained to support Achieving Above Expectations teacher judgment.



<p>Cognition and Learning</p> <p>Purchasing Occupational Therapy Support in School</p>	<p>£1, 650</p>	<p>Those children needing specialist support will be identified and referred into the NHS. Children requiring simple adjustments to fine motor skills to support writing will be identified through direct observations of children in class.</p> <p>Training will be given to all staff in being able to identify children who require additional support with their fine motor skills.</p>	<p>Writing is an important skill. Being able to hold a pencil correctly, apply the right amount of pressure and know how to hold your body in space, for some children is difficult. Having a trained OT on site there will be an opportunity to identify quickly those children requiring intervention and direct referrals into the NHS for specialist support. Simple interventions will be created to correct any errors.</p>	<p>Children observed will be recorded and notes made to any interventions needed.</p> <p>Improved handwriting across the school will be seen as advice suggested is disseminated across the school to promote increased fine motor skills.</p>	<p>Children needing intervention from an OT will be identified and referred to the NHS.</p>
<p><u>Federation Barrier</u> <i>Lack of Access to Extra-Curricula Activities.</i> <i>Lack of Enrichment Opportunities.</i></p> <p>Pupil Support/Enrichment</p> <p>Uniform Free Breakfast Club places Trips Sylvan After School</p>	<p>£2,500</p>	<p>Some children may need support with the following at some point.</p> <ul style="list-style-type: none"> -Uniform -Free Breakfast Club places to support increased attendance -Trips -After School Clubs 	<p>Being part of the school community is important for a child's self-confidence and self-esteem. Having a sum of money dedicated to this ensures that no child needing the addition resource is left out.</p> <p>Enrichment opportunities via trips and clubs will be provided where required for some of the PP children.</p>	<p>More PP children will have access to enrichment clubs and trips. Termly provision mapping by PP lead including costings.</p> <p>Attendance data will increase for those PP children with low attendance, as breakfast club attendance will be offered. At the moment we have 21% of PP</p>	<p>All PP children will be able to take part in trips and clubs where requested.</p> <p>Whole school attendance percentage will increase as will PP attendance to be in line with national 96%</p>

Pupil Premium Strategy for Sylvan Infant School 2017-2018
Pupil Premium Grant estimated to Receive £113, 110



Clubs			Breakfast club places will be offered free of charge to support attendance for some PP children.	children who are PA children. This PA figure is expected to decrease over time due to targeted support	
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