**Tutshill Pupil Premium Review 2019-2020**

The Government introduced the Pupil Premium Grant in April 2011. This grant, which is additional to main school funding, is seen by the government as the best way to address the current underlying inequalities between children eligible for free school meals and their wealthier peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium is allocated to schools and is clearly identifiable. Schools can decide how the Pupil Premium is spent, since they are best places to assess what additional provision should be made for the pupils within their responsibility.

At Tutshill C of E Primary all pupils are supported, regardless of race, gender, ability or personal or home circumstance. We believe that Quality First Teaching, QFT, for all pupils, is essential for sufficient progress to be made by all. Teaching is monitored closely by the Headteacher and subject leaders provide support to their colleagues. High quality teaching is supplemented by timely interventions, used to support and challenge vulnerable learners, as and when required. These interventions are planned and delivered by teachers and HLTA’s. The Headteacher, Deputy Headteacher and Governing Body monitor the impact of all spending and interventions, including the Pupil Premium.

As of September 2019 there are 209 children on roll.

10% of the school population are in receipt of pupil premium funding which equates to 21 children.

**Context**

We believe strongly that all children deserve the best possible education. As a school we have high expectations of all of the children. Our children come from increasingly wide and varied backgrounds. Many children live within the local area in and around the villages of Tutshill, Sedbury, Beachley, Tidenham. The school is now receiving and accepting admissions from further afield in Chepstow, including Kingsmark, Garden City, Thornwell and Bulwark. The pupils have a range of need in terms of learning but also socially and emotionally. We aim to harness the opportunities given to us through the Pupil Premium grant to ensure teaching is excellent and that additional support and interventions are of a high quality and have high impact.

We aim for our children to leave Tutshill C of E Primary School with the knowledge, understanding, attitudes, skills and motivations which will help them to develop a love of learning and allow them to tackle whatever challenges their future holds.

Through creativity, curiosity and imagination we aim to develop confident and ambitious learners who demonstrate: perseverance through resilience; courage through risk taking; responsibility through reflection, evaluation and resourcefulness and respect through cooperation.

Our Pupil Premium Strategy is reviewed at Governor meetings throughout the year and is reviewed by the senior leadership team and at Pupil Progress meetings and staff meetings with all members of staff.

**Whole school Successful School Initiatives/Improvements.**

We believe that quality teaching is beneficial to all children whether in receipt of Pupil Premium funding or not. Children from disadvantaged homes may not have access to the extra-curricular opportunities that those from wealthier families do. We strive to eliminate inequalities and have a ‘can do’ approach towards all we do with our children and families We believe that allowing children to begin new learning topics from a shared perspective is important and a leveller. Wider learning opportunities to be celebrated by Tutshill School are:-

* Increase use of the pupil voice through our monitoring of the curriculum, School Council
* Nurture provision from qualified teachers
* A well developed, curriculum with high levels of enrichment learning opportunities
* Opportunities for 1:1 coaching with children
* Metacognition for children, including the TrickBox resource.
* Mindfulness
* Excellent standards of teaching in English, Mathematics and across the wider curriculum
* Excellent teaching of phonics in EYFS and KS1
* Effective use of tutoring
* High number of experiential learning opportunities providing real contexts for learning
* Forest schools and outdoor learning
* Talk for writing to stimulate high quality writing outcomes
* Power of Reading, providing rich reading experiences

Objectives of Pupil Premium Spending.

**High Quality First Teaching**

We focus a high percentage of our spending on ensuring that teaching across the school is of a high quality. Subject Leaders have access to high quality training to ensure that good practice can be disseminated, that teachers across the school can be kept up to date with new initiatives and are equipped with the skills to teach high quality lessons. Teachers adapt lessons effectively to meet the needs of all children, personalising their teaching to ensure that all children make good progress. We understand the importance of high quality feedback and marking, which is essential for children to make excellent progress. All children in receipt of Pupil Premium funding, receive a weekly 1-1 feedback and coaching session from their class teacher, in addition to class based daily feedback, to target their individual need and set targets for next steps in their learning. The children also work with their teacher to set individual, challenging personal targets, which develop a sense of responsibility for learning and a sense of achievement when they are achieved. Teaching Assistants are well trained and deployed strategically to ensure maximum impact. Encouraging children to take responsibility for their learning and set their own targets sits firmly within our school’s vision and ethos.

**Interventions**

Children in receipt of Pupil Premium funding have their individual needs assessed on a regular ongoing basis. They may have some of their specific needs addressed through a targeted intervention group. This is in addition to quality first teaching and does not replace whole class lessons. We offer a small number of high quality interventions, delivered by Higher Level Teaching Assistant’s HLTA’s and well trained Teaching Assistant’s, TA’s. The impact of this work is monitored regularly. Interventions include: phonics support, writing composition support, maths, calculating strategies, reading eggs, reading comprehension, social skills groups, physical development groups to name a few.

**Emotional and Social Wellbeing**

We believe that the wellbeing of all members of our school community is at the heart of our school ethos and our emphasis on high quality physical, social and health education, PSHE, permeates all aspects of school life. We use the TrickBox scheme to allow children to develop strategies for dealing with a range of emotions and feelings. Our school values influence the way in which staff, children and families communicate and interact. In addition, we provide specific support for children with specific emotional, social or behavioural issues. These interventions include nurture provision from trained staff, lunchtime drop in café, access to therapy and support from outside agencies, where appropriate.

**Curriculum and Enrichment**

Our curriculum provides experiential learning opportunities for termly topics. Visitors are invited into school and trips are arranged to areas of interest. This ensures that whatever a child’s life experiences have been, there will be a shared context for learning in class. In addition, we arrange whole school enrichment weeks which allow children to develop learning over a longer periods of time. Children in receipt of Free School Meals, FSM, have the opportunity to take up learning a musical instrument to enrich their learning and also have the costs of trips, after school clubs and holiday clubs met by the school. This ensures that they have the opportunity to enrich and extend their learning.

**Family and Community**

Tutshill C of E School strongly believes that working together with parents, carers and the wider community is vital. The school works with parents and members of the local community providing additional support and signposting external agency support, where necessary. Parents are invited to engage with their children’s learning though the day to day communication with the teachers, participation in parent workshops, volunteering, and supporting with whole school events. Parents of pupils in receipt of Pupil Premium funding have the opportunity to meet with a member of the senior leadership team, three times a year to discuss their child’s progress, strengths and areas for development. This is followed up by parental consultations with the class teacher. The school takes an active approach with supporting the needs of families.

**Use of Research and Evidence**

The school uses both school based, county and national evidence to inform the work we do. The approaches we use are regularly evaluated to ensure high impact upon learning and development and value for money. The work we complete with all children is monitored and evaluated closely and only approaches and interventions which have shown impact are used. Key sources of research used by the school include: Sutton Trust and the Education and Endowment Fund toolkit.

Research presented by the Education Endowment Fund, EEF, shows that interventions from Teaching Assistants shows a positive benefit of between three and five additional months’ progress when well-planned and focused support is provided. Research also shows that interventions from highly qualified teachers and higher level teaching, HLTA’s, has a slightly higher impact. Therefore, our intervention groups, run in the afternoon, are planned and delivered by HLTA’s in liaison with the class teacher, who identifies needs and sets tightly focused entry and exit criteria.

Tutshill School has developed a thorough programme of feedback and coaching from classroom teachers. Research, EEF, shows that high quality feedback has a high impact, due to interventions being closely matched to individual needs.

Tutshill School place a very high importance on improving behaviour and behaviours for learning. As a result, a nurturing curriculum with a focus on mindfulness, growth mind-set and wellbeing has been adopted for all children. In addition, many Pupil Premium children have access to a ‘nurture’ curriculum. Evidence suggests that behaviour interventions can produce large improvements in academic performance.

Research, EEF, suggests that on average children who participate in oral language interventions make approximately five months’ additional progress across the course of a year. As a result, Tutshill School has employed a speech and language champion who works closely with the local authority speech therapists.

**Barriers to future attainment and progress**

**In school barriers to learning.**

**Emotional needs including attachment issues**. Many of our children in receipt of Pupil Premium funding have complex needs arising from emotional and attachment related difficulties. At school these behaviours are shown through a lack of independence, a reluctance to work without constant reassurance and a fear of failure if attempting a task. This has a significant negative impact on learning.

**Social and Communication skills.** Many of our pupils in receipt of Pupil Premium funding find it difficult to take turns, play with peers in a less structured environment and communicate effectively with adults and peers. In school, we see children unable to partake in productive and reciprocated play and are unable to take part in class discussion.

**Physical and Health needs.**  A number of children in receipt of Pupil Premium funding have difficulties with gross and fine motor control, including Hypermobility. In school we see this as a reluctance to join in physical lessons, and inability to write at speed and occasionally very tired in school due to poor diet and eating habits.

**Behavioural and Learning behaviour issues.** A number of children in receipt of Pupil Premium funding find concentrating, paying attention and getting on with others, both in structured and less structured times, challenging. Where children find this difficult the child become frustrated and can cause a disruption in class or outside at break times.

**Specific Learning needs.**  Many of the children in receipt of Pupil Premium funding are making good personal progress but are not working at the ARE due to specific learning needs. These learning needs are related to reading, writing, maths, concentration and attention deficits.

**External barriers to learning**

**Low Income.** Children in receipt of Pupil Premium funding are sometimes unable to afford/access the additional enriching opportunities offered by the school or other agencies.

**Access to outside agency support:** Tutshill school is on the edge of the Forest of Dean and borders Monmouthshire in Wales. Coordination with external agencies across counties and countries is necessary to ensure quick intervention which leads to impact on pupil learning, e.g. school nurse, doctor and speech and language therapy. Many children in receipt of Pupil Premium funding are unable to access the external support which is located a distance from Tutshill and not on public transport routes.

**Attitude to attendance:**  a number of children in receipt of Pupil Premium funding may find difficulty in attending school due to transport, child care arrangements and parental attitude and circumstance.

The Pupil Premium Actions are divided into five main headings.

1. Achievement.
2. Teaching
3. Social, emotional and personal wellbeing.
4. Leadership and management
5. Behaviour and attendance

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|  | Objectives | Lead person | Actions –these are funded by Pupil Premium | Monitored by and when | Evaluated by and when | Expected impact |
| Achievement | To further diminish the difference in attainment and progress between disadvantaged pupils and no disadvantaged pupils nationally | NF  JL  (SENCO) | * Small group interventions, literacy, reading writing speaking and listening handwriting, numeracy focus. * Focused support during class time, teacher, T.A. * Focused tracking and provision for all PP children. * Analyse barriers to learning for each child. * Individual, personalised targets for all PP children. * Children’s learning tracked through prior low attaining grids to the previous year to identify missing Key Objectives. | Class teachers  SLT  Headteacher | Teaching and Learning Committee  Full Governing Body | * The gap will be diminished to allow disadvantaged pupils to achieve in line with peers and above national for disadvantaged pupils for GLD, Y1 phonics, KS1, KS2. * Disadvantaged group progress as strong as/ stronger than cohort in order to close any gaps (data, work books, observations) * Support will be targeted towards individual need to ensure the attainment gap is closed. * Boxall assessments, for focus children show improvement in key areas. * Physical skills improved to allow children to work at the same rate as their peers. Progress accelerated due to improved handwriting capability. * Children will make accelerated progress due to personalised teaching. |
| review | All PP children had a personal profile completed where barriers to learning were tracked and learning opportunities identified.  Children received interventions to support their learning. An intervention support grid was completed with entry and exit criteria.  Personalised targets were created for all children and shared with all class based staff parents and children.  Low prior attainment grids were created and areas to be worked on for individual children identified.  Targeted support was put in place run by HLTA and TA to meet the needs of individual children.  Data for academic year up to the Spring term. Summer term data not available due to Covid closure.  national data is not available for comparison   |  |  |  |  | | --- | --- | --- | --- | | Percentage of children working at expected+ level Year 1-Year 6 | | | | | Reading |  | Autumn | Spring | |  | Disadvantaged | 55% | 55% | |  | Non Disadvantaged | 85% | 92% | | Writing |  |  |  | |  | Disadvantaged | 22% | 22% | |  | Non Disadvantaged | 73% | 85% | | Maths |  |  |  | |  | Disadvantaged | 44% | 56% | |  | Non Disadvantaged | 81% | 85% | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | | Percentage of children working at expected + level EYFS | | | | | Reading |  | Autumn | Spring | |  | Disadvantaged | 33 | 67 | |  | Non Disadvantaged | 56 | 74 | | Writing |  |  |  | |  | Disadvantaged | 33 | 33 | |  | Non Disadvantaged | 56 | 77 | | Number |  |  |  | |  | Disadvantaged | 67 | 67 | |  | Non Disadvantaged | 70 | 85 | | Shape space measure |  |  |  | |  | Disadvantaged | 67 | 100 | |  | Non Disadvantaged | 74 | 97 |  |  |  |  |  | | --- | --- | --- | --- | | Progress of children year1-6 | | |  | | Reading |  | Expected % | Expected + % | |  | Disadvantaged | 100 | 10 | |  | Non Disadvantaged | 98 | 14 | | Writing |  |  |  | |  | Disadvantaged | 100 | 20 | |  | Non Disadvantaged | 96 | 17 | | Maths |  |  |  | |  | Disadvantaged | 100 | 10 | |  | Non Disadvantaged | 97 | 11 |  |  |  |  |  | | --- | --- | --- | --- | | Progress of children year EYFS | | |  | | Reading |  | Expected | Expected + | |  | Disadvantaged | 100 | 67 | |  | Non Disadvantaged | 100 | 30 | | Writing |  |  |  | |  | Disadvantaged | 100 | 33 | |  | Non Disadvantaged | 96 | 37 | | Number |  |  |  | |  | Disadvantaged | 100 | 33 | |  | Non Disadvantaged | 100 | 22 | | Shape |  |  |  | |  | Disadvantaged | 100 | 33 | |  | Non Disadvantaged | 100 | 30 | | | | | | |
| Teaching | To ensure that all disadvantaged pupils experience at least good teaching over time to diminish the difference | All staff | * Teaching across the school is consistently judged good with * Planning shows individual needs are addressed pre delivery and key questions identified to move children forward. * Educational Psychology time purchased for individual children and CPD for teaching staff. * Class teacher to ensure progress is improved for all PP children through focus teaching sessions with disadvantaged groups. * Music tuition funded. * 1:1 teacher led coaching sessions to increase the attainment in core subjects particularly for boys. * Learning pit lessons. Inspiration days developed. * Outdoor learning weeks to engage and inspire children, linked with observations of well- being and engagement. | Teaching Observations conducted by Headteacher  Drop ins to support teaching and learning picture  Subject leaders will monitor progress of groups od pupils in the subject. | SLT  Teaching and Learning Committee | * PP Children across the school have daily access to quality first teaching. * Evaluations on planning. Key questioning allows all PP children to participate fully in learning and are able to make focused and identified progress. * PP Children, whose progress is a concern, have access to EP support rapidly. * Teachers will give focused, identified support to specific children to address identified needs. * Disadvantaged children have access to music tuition, trips and after school PE/ art clubs progress of disadvantaged pupils is accelerating to close any gaps in EYFS, Phonics, KS1 and KS2. * 1:1 teacher led coaching notes show individual learning support delivered and impact shown in books/ coaching notes. * Growth mindset developed for all PP pupils. Attitude to learning and a ‘can do’ attitude transferred to many areas of learning. * Children will make accelerated progress due to personalised teaching. |
| review | * Teaching and Learning was in two parts during the academic year. School based learning and home based learning, which started in March.   **School based learning.**   * children identified on plans with key questions directed towards individuals with the aim of consolidating learning/understanding and moving learning forwards. Seating plans were altered in some classes to ensure support could be targeted towards key children. Teachers aimed to mark disadvantaged children’s work first to ensure that it remained a high priority. Instant feedback was the chosen way to mark work and was done, where possible alongside the pupils allowing for misconceptions to be addressed immediately. * Subject leaders monitored disadvantaged pupils within their subjects. Many disadvantaged children work below expected standards due to transferable skills, often not directly related to the individual subject area for instance Concentration, independence, collaborative work. Developing understanding of learning behaviour will now be important. * Teacher coaching sessions have been used to target support for individuals and spend time talking through work. This has helped to identify and resolve with any misconceptions and allowed teachers to understand how children approach tasks and help them to identify and select appropriate strategies. * Music tuition has been offered to disadvantaged children to enrich their learning and help develop those transferrable skills. * Trickbox has been purchased and used by children. It has also been used as a tool for developing metacognition with learners. Each child is encouraged to think about their learning and select strategies to help them overcome difficulties. This is an ongoing development. * The teaching and Learning approach has been reviewed and learning behaviours have been identified as a way to support disadvantaged children with their approach to learning. This is ongoing. * Observations of children showed that learning in the outdoor environment was engaging for children, but especially for the group of disadvantaged children. Outdoor learning week was created and deep levels of engagement, interest and enjoyment were reported. Wet weather clothing has been purchased to ensure fair and even accessibility for all for future needs.   **Home based learning.**   * All children were given online learning tasks by teachers during school closure. Daily lessons were added with video lessons provided by teachers to increase engagement. All posts were responded to and work marked with areas for development where appropriate. This ensured that learning could be closely matched to the needs of individuals. Children who did not have access to online facilities were provided with paper based packs of work. * Key skills were the main focus for learning during the lockdown period to ensure that the skill level for disadvantaged children did not fall behind. In addition, tasks were set, which ensured engagement levels remained high, including art projects, outdoor learning, cooking, building tasks. * Teachers monitored the work of disadvantaged children. Teachers were able to offer,  1. 1:1 support via Teams lessons, telephone calls, targeted work packs. 2. Wellbeing monitoring- telephone calls and home visits. 3. School based access via the key worker provision. 4. Monitoring of use of the home learning and support packages put in place for those struggling. 5. Teachers responded to non-work related comments/posts from children to maintain contact and involvement. | | | | | |
| Social, emotional and personal wellbeing | To ensure that all disadvantaged pupils have the opportunity to learn from early nurturing experiences.  To make friends and deal calmly and confidently with each day and have their own individual needs met. | All staff | * Nurture sessions provided for individual children. * Nurture methodology and resources incorporated into class based teaching. * Mindfulness activities used to aid concentration and allow for reflection time. * Individual targets set during 1:1 coaching sessions for all PP children. * Targets shared with children and progress measured in weekly coaching sessions. * Reflection charts used to build self-esteem and chart progress * Socially speaking/ Time To Talk interventions * Enrichment sessions, arty rats, pro stars, music lessons. * Ferre Leavers observation cycle for involvement and wellbeing. * Rainbow lessons used to target pupil need * TrickBox lessons used to build resilience. Cards used for individual children to develop and use skills | Lesson observations  Entry and Exit criteria evaluations- Term 2/4/6  Nurture teachers | SLT  SENCO | * Progress measures assessed through Boxall Profile show improvement. * Nurture group children will be able to access supportive resources within the classroom. * Identified learning needs will be shared with class teachers and successful teaching and learning approaches used. * Children will be able to use personal strategies to feel calm, concentrate and learn. * Children will develop personal and social skills which will allow them to access the wider curriculum. * Self-esteem will rise through personal achievement and individual interest based learning opportunities. * Learning opportunities for individual children, based on levels of engagement will be increased, leading to more sustained progress. * Children will have improved learning behaviours and be able to work through difficulties, using resilience, confidence, mental stability. |
|  | * Nurture teachers support class teachers with ideas, resources, methodology and strategies to support children within class, both those who receive separate provision and those who do not. * Personal profiles and ILP’s have been created which identify key skills for all children, not just academic needs. * All staff have received basic Elsa training with some TA’s going for advanced training. This will help support the needs of disadvantaged children within the classroom environment. * All staff have received further Trickbox training with the aim of building Trickbox and especially the coaching model into the schools learning approach. This will help further build the metacognition strategies for disadvantaged children as well as helping to develop personal skills and strategies to help with mental well being, personal and social skills. * Teachers use a range of strategies to develop an understanding of each individual to ensure that well being, involvement and happiness within school is monitored and addressed.  1. Individual coaching sessions- involving children in the decision making process. 2. Close observation of children during work- Ferre Laevers. 3. Celebration of achievements both inside and outside school. 4. Rainbow lessons  * Intervention groups have taken place to support behaviour for learning, social interaction and communication. It is recognised that ensuring that children have the personal and social skills to access learning is vitally important. | | | | | |
| Leadership and management | To ensure that strategic leadership for disadvantaged pupils results in accelerated progress to diminish the difference compared to non-disadvantaged nationally. To ensure that governors are fully involved in strategic planning for PP funding and can evidence challenge.  To ensure that governors have a clear understanding of impact linked to value for money | Headteacher and Deputy  Teaching and Learning Committee  Full Governing Body | * PP Lead release time to monitor and track pupils * Pupil premium review meetings with all staff. * Review time with Lead governor for PP (part of Teaching and Learning committee.) * Embed and monitor against Disadvantaged Pupil Policy statement Sep 2019. * PP report to teaching and Learning committee * PP report to full governing body. * Headteacher and SBM to report at Finance and premises committee | Data submission Terms 2/4/6.  SLT  Teaching and Learning Committee  Pupil Premium Governor | SLT and Pupil Premium Governor.  Finance committee | * PP Lead champions the progress and attainment for every disadvantaged child and monitors their outcomes EYFS, KS1 phonics KS2. * Every teacher and TA is held to account for the outcomes of the disadvantaged children they teach. * Every adult leading an intervention is accountable for the progress and can discuss the effectiveness of the intervention. * Governors are well informed about disadvantaged outcomes and there is evidence from Inclusion Group minutes of challenge. Governors can communicate value for money linked to impact. * Children will make accelerated progress due to personalised teaching. |
| review | * The Pupil Premium lead meets regularly with the teaching and support staff to discuss the needs of individual pupils. An ILP has been drawn up with each teacher to set targets for individual children. These targets have been shared with pupils and reviewed. Each child has a tri fold board where they can monitor and review their own learning. Pupil conferencing supports the work done by children and class teachers. * During the national lockdown the PP lead liaised with teaching staff about the disadvantaged children within each class. A questionnaire was completed detailing the work practices of the children, including difficulties, strengths, additional support provided by school and possible areas that would need to be included in a recovery curriculum for that child. The teachers were also asked about the parental engagement and whether there were any concerns from home. * The nurture teacher remained in weekly contact with the child who received nurture provision. She liaised with each class teacher about the needs of individual children. * Intervention leads conduct a detailed entry and exit criteria for each of the groups. Learning objectives are then reviewed and the ILP is updated. * The Pupil Premium lead informs parents about the individual support and provision that each child receives. | | | | | |
| Behaviour and attendance | To ensure that attendance and punctuality for individuals is improving to reduce the difference between attendance for the disadvantaged group.  To ensure that behaviour over time for all disadvantaged pupils improves and is at least good.  To ensure that all pupils have the correct school uniform. | All staff  Head-teacher | * The Cool Club sessions funded as appropriate for individual children, in receipt of FSM and/or at risk of low attendance. * Headteacher conducts AiM meetings with families * Attendance offer promotes Schools Attendance Policy * Nurture group – part funded. * Nurture provision for those children exhibiting challenging behaviour and behaviour for learning. * Uniform voucher. * Early Help directed towards vulnerable families, families first, Early Help coordinator | Headteacher  Attendance officer  Attendance monitored termly and, if necessary, letter sent to families. | Headteacher and Deputy Headteacher  Review uptake of uniform grant. | * The attendance gap between disadvantaged pupils and all pupils reduces swiftly to under 2% difference. * Disadvantaged pupils are punctual. * All pupils in receipt of FSM have access to quality breakfast provision * Number of disadvantaged pupils classed as persistent absentees is removed. * Behaviour to support learning is at least good for disadvantaged children. * External barriers to learning will be supported/removed allowing for accelerated progress. * Children will make accelerated progress due to personalised teaching. |
| review | * Teacher reviewed the learning of children during the lockdown to ensure that disadvantaged children accessed learning and provided them with support and resources to ensure their learning was disrupted as little as possible. | | | | | |

**Costed 2019/2020**

Expected income

PP+ £25300

LAC £4600

FSM £1320

E6 £5280

**Total income £36.500**

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| Need | Provision | Total Cost |
| Communication | Speech Therapy | 657.40 |
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| Academic | Coaching | 2955.01 |
| Academic | Dancing Bears | 465.98 |
| Academic | Phonics: Phase 4/5 | 232.99 |
| Academic | Small Group Work | 295.26 |
| Academic | Mathematics Interventions | 3166.29 |
| Academic | Reflection Time (GG) | 1984.61 |
| Academic | Phase 3 Phonics:Dancing Bears | 497.04 |
| Academic | Writing | 1068.29 |
| Academic | Reading | 1017.83 |
| Academic | Spelling | 97.432 |
| Academic | Editing & Revising Group | 124.26 |
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| Physical | Fizzy | 310.65 |
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| Social/ Emotional |  | 13737.5 |
| Resources |  | 3033.7 |
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| |  |  |  | | --- | --- | --- | | Need | Provision | Total Cost | | Communication | Speech Therapy  Reflection, coaching  Reading  Writing  Sentence  Maths  spelling | (2822.15)  £11377 | | Academic | | Physical | Fizzy- gross and fine motor  personal needs  holiday club/ after school club attendance.  uniform  FSM | £3926 | | Social and Emotional | Nurture  Trick Box  social skills groups  Educational Psychology | £20137 | | additional support, enrichment, behaviour attendance | Attendance at before and after school provision.  behaviour support plans  educational psychology  enrichment opportunities | £1832 | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | | | | |  | | | | | |  |  |  |  |
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