

## Proposed PPG Plan 2018-2019

Following analysis of the results of monitoring since January 2018 including; pupil/staff interviews, data harvest, book scrutines, learning walks, observations there will be a change in the allocation of the PPG funding. The money will be allocated in order to improve the twelve barriers identified below.

The barriers for the majority of PPG children are:

1. Academically not progressing, making enough progress or accelerated progress to catch up.
2. Development of good/consistent teaching.
3. Language and communication skills are weak- not exposed to as much vocabulary as others. They then have a harder time accessing the curriculum.
4. Lack of phonics understanding and exposure.
5. Almost 50% of PPG children's attendance is below 95%.
6. Lack of completion of regular homework.
7. Opportunities for concrete experiences.
8. Underdeveloped Motor skills.
9. Low resilience.
10. A higher proportion of children have additional learning, emotional and social needs that impact their ability to access learning opportunities in and out of class.
11. Lack of opportunities to develop confidence in other areas e.g. Art/Computing/Sports/Singing/Organising etc, including out of school.
12. Chaotic family lifestyles/lack of routines.

	<b>Finding</b>	<b>Action/ approach</b>	<b>What is the evidence/rationale for this choice?</b>	<b>Cost</b>	<b>Measured</b>	<b>Review 2/7/19</b>
1	Academically PPG children are not making enough progress or accelerated progress to catch up.	Diagnostic assessments to pin point specific gaps, Maths Puma.	Assessments will highlight children's weaker areas. Teachers will incorporate these into planning/interventions, teaching specific strategies.	£ 3 000.00	Termly monitoring schedule, with line of inquiry from the R.A.P.  Triangulation of evidence at	Diagnostic Puma maths tests have been purchased, administered and analysed. During maths surgeries the maths lead used the analysis to inform discussions and linked key messages to planning. The tests provide a standardised score for each child which will be useful when measuring progress next year. Are all staff using the analysis to inform planning/catch up for that child?

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	This is across all groups within PPG.	<p>Opportunities for regular (daily) explicit interventions to accelerate progress in reading, writing and maths.</p> <p>Equivalent of two part time L.S.As Small group teaching.</p> <p>Short term specific teacher led intervention for specific concepts and to overcome learning barriers.</p>	<p>PPG children work well in smaller groups. Some feel more able to contribute and verbalise their thoughts.</p> <p>The EEF toolkit notes that small group teacher led instruction can add an additional 4 months progress.</p>	£ 33 860.00	<p>weekly SLT meetings</p> <p>Data harvest and analysis</p> <p><b>Review with Link Governor</b></p> <p>Feedback to governors</p>	<p>Interventions: Interventions have been streamlined and are more precise, data shows progress.</p> <p>Maths pre teaching during assemblies is now part of the weekly timetable and data shows progress- this will be further embedded next year.</p> <p>The impact of the daily mile on the provision of interventions (in Term 6) has been acknowledged and will be adjusted to enable interventions to continue in the afternoons.</p> <p>The total number of children receiving these interventions are 54 with 20 of these, PPG= 37% Breakdown of interventions below. Communication and interaction: 10 out of 31 children are PPG =32% Cognition and learning: 4 out of 10 children are PPG= 40% Social emotional mental health: 6 out of 9 children are PPG = 67% Sensory physical needs : 0 out of 4 children are PPG = 0%</p>
		Improve the reading curriculum to ensure reading skills are taught explicitly.	Data end of 2017/18 shows Reading to be weaker across the school but particularly KS2.	£ in house.	Improved reading ages (comprehension and decoding skills) SENCO report.	<p>Reading focus has started (Term 6) with INSET, staff meetings, Leadership monitoring and discussions. However, practise is still inconsistent and there is a varied picture throughout the school reflecting this. Reading will be a key focus next year.</p>

	Finding	Action/ approach	What is the evidence/rationale for this choice?	Cost	Measured	Review 2/7/19
		ABC reading programme		£ 120.00		ABC are in school two afternoons a week and are currently working with 6 children (Year 3 /4) 4 are PPG = 67% Three of the PPG children have made progress of +4.5, +3.0 and +3.0
		Improve the spelling curriculum to ensure spellings strategies are taught explicitly.	Monitoring and data end of 2017/18 shows spelling to be weaker across the school.  Research shows that students on average made a gain of 1 year after 18 weeks of using Nessy. Average improvement reading single words (decoding skills) 2 years 7 months.			No Nonsense Spelling Programme has been introduced across KS2 and for some in Year 2. From monitoring it is evident this is happening as activities can be seen in plans, children's books and during lesson observations children are now able to talk about the various strategies they use to learn words. This programme is progressive and will continue next year, further embedding practise. This will help reduce any barriers that spelling can cause for some of our children when writing.
		Spelling programmes Nessy= 10 students £200/yr Clicker 7–36 apps x£13 Headphones 36 x £4.99		£ 200.00 £ 468.00 £ 179.64		14 children are using the Nessy programme, 2 of these are PPG =14% Progress =+3.1 Observing the programme in Yr 4, children use this first thing in the morning, unprompted and independently. Interviewing a boy and girl they were both very positive about using the programme, clear how it helps them; they enjoy using it and it makes them feel good. Clicker is still used throughout the school but for some children it now holds them back and staff adjust the use accordingly e.g. for certain writes, hot/cold.
		Give opportunities for children to practise key maths skills every day to help retention and working memory	The use of daily Mini Maths 2017/18, has been beneficial and teachers have seen children's use of strategies improve (arithmetic section)	£ in house.		From informal observations there is inconsistency with the daily practising of key skills across the school. The Maths lead is aware of this and has discussed in surgeries with teachers. However, her focus has been working with staff on fluency within lessons, which has improved. Daily practise of key skills will be highlighted in September.
		Development of good teaching.	First wave provision. See 2.	£ in house.		

	Finding	Action/ approach	What is the evidence/rationale for this choice?	Cost	Measured	Review 2/7/19
		Yr 6 booster sessions	The use of small group targeted teaching.	£ 3 800.00		4 teachers held 7 sessions weekly- 5 after school and 2 within the school day. Decision was taken not to pay them. Maths: places for 26 children and 14 greater depth children Maths breakfast: 12 children Reading: places for 16 children Of these places 4 were taken up by two PPG children. Children's attendance to sessions improved and was good. <b>Maths Third Space:</b> Personalised programmes for individuals in maths were developed. Children were very positive about the experience with some raised confidence and engagement with maths. Possible 114 sessions, 103 attended =11 sessions lost 75 sessions planned for, 28 unplanned Out of 9 children 2 were PPG = 22 % This is a costly programme to use but PPG progress = +3.5 and +3.0 Final SATs results are not yet in. Internal data shows some improvement.
		Educational Psychologist	Buy back into the Local Authority	£ 3 000.00		Of 17 investigations 7 have been PPG children =41% Compared to last year (1PPG child) this is a substantial increase.
2.	Development of good/consistent teaching.	Use of scaffolding for reasoning and depth.  Planning journey is clear with appropriate Learning objectives and success criteria.	The EEF toolkit suggests improving the quality of teaching and of feedback is highly effective. DFE research states that successful schools are data driven, teachers use data/assessment to adapt their lessons to help pupils make better progress. Additionally leaders clearly communicate expectations and develop cultures where the performance of	£ in house.	Termly monitoring schedule, with line of inquiry from the R.A.P.  Triangulation of evidence at weekly SLT meetings	Planning continues to be a focus with the development of the termly map/overview of weekly objectives for each subject (M25) Additionally the increased use of differentiated cold and hot tasks to inform planning, incorporating grammar objectives. Regular surgeries occur where teachers have time with leads to look at planning/books and clarify any misconceptions. Leads are rigorous in monitoring provision, within planning for SEN/PPG. Development of the wider curriculum is progressing well and was highlighted in the Ofsted report. A new assessment package (Pixl), with new terms has recently been introduced with staff. This analyses

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		<p>Targets from Cold tasks explicitly communicated/taught with examples.</p> <p>Best practice approaches to teaching are shared and used with follow up.</p> <p>Teachers able to interpret and analyse assessment information so that they identify underperformance and plan accordingly. Focusing their formative assessment in class on PPG children Increasing specific feedback in class to</p>	<p>vulnerable children is at the heart of self-evaluation. Monitoring highlighted that data needs to be used more frequently to inform planning/teaching. It also revealed that for some the teaching pedagogy was contributing to the issues. The EEF shows that collaborative learning improves attainment. Additionally the EEF notes that mastery approaches to learning can add an additional 5 months progress in a year. Educational theory shows that concrete learning is an essential part of conceptual understanding and necessary for reasoning/application</p>		<p>Data harvest and analysis</p> <p>Review with Link Governor. Feedback to governors.</p>	<p>results, identifying weaknesses and has various practical resources. Pixl will be a key focus next year and will further enable teachers to interpret and analyse assessment information so that they identify underperformance and plan accordingly.</p> <p>Conferencing in writing was introduced in Y4 in September. This has now progressed; I have met with teachers to discuss the process. I have covered their class so that they can take out individuals/groups to look at writing targets, understanding and then review the children's work, fortnightly. This has included one Y5 class, both Y4 and one Y3. Both staff and children have found this extremely useful and may be further developed next year.</p> <p>Most teachers have visited other maths mastery lessons in other settings, including Maths no Problem Asian teachers visiting the UK. The Maths lead has paired staff and they have observed each other completing follow up work.</p> <p>Introduction of Pixl assessment package as above.</p>

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		<p>underperforming PPG children</p> <p>Develop middle leadership focus on underperforming children.</p> <p>Improve any teaching that is not yet good through coaching.</p> <p>Training on pedagogy.</p>				<p>Within the leadership team, the Head is resolute in his drive; revisiting the underperformance of some children. This values their provision, raises our focus which permeates through the middle leaders. The vast majority of monitoring and subsequent discussions in leadership, involves that under performance.</p>
3.	<p>Language and communication skills are weak. Exposure to vocabulary is limited. Develop fluency, clarity and wider vocabulary. Develop confidence to talk.</p>	<p>Adults target underperforming and most able PP children during child initiated learning to ensure they apply skills and language learning from adult led activity.</p>	<p>The EEF Early years toolkit show that early communication, numeracy and literacy approaches add an additional 4-6 months progress. Our EYPPS are trained in our expectations and the quality of their interactions and instruction are carefully monitored.</p>	£ in house.	<p>Focused triangulation and monitoring of interactions, progress and focused pupil observations. Progress in communication and language aspects accelerates</p>	<p><u>Early years</u> Despite significant staff turbulence within Early Years targets have been met.</p> <p>A new Early Years lead has started. The introduction of Talk for writing in Early Years from the Spring term. The start of Lego Therapy. Colour semantics as an approach is now used across Reception.</p>
		<p>Use of websites when planning, to incorporate more speaking activities such as: Voice 21/noisy classroom.</p>	<p>Current research (Breaking through Barriers Conference, June 2018) states successful schools value and develop children's oracy.</p>	Free	<p>from starting points. Evidence of spoken language</p>	<p>Scaffolded sentence starters are used – consistently throughout the school?</p>

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		Use of speaking frames/stem sentences across subjects. Lego Therapy – speech and language	It is essential to include this within planning, it aids improved attainment/progress.	£ 150.00	transferring to written.	Regular Lego Therapy is established, currently with 11 children; 6 are PPG =55%
	EAL children need to rapidly acquire English language skills	EAL assessments. Strategies incorporated when planning e.g. use of pictorial clues/guides.	EAL assessments, data and monitoring show provision for EAL children still needs developing.	£ in house	Termly monitoring from the R.A.P. Data analysis. <b>Review with Link Governor .</b>	Staff within school who speak other languages support by translating for children/parents and staff. Use of visuals and Colour semantics- consistent? EAL plans were in place, however due to change of staff and the EAL lead's increased use in covering classes, interventions have stopped. The lead has coordination EAL across the school, including assessments, liaising with teachers, linking with a network in Wokingham. One training session with LSAs has been delivered. To help support new to English, the lead has recently set up a Young interpreter's programme, where children will support others.
4.	Lack of phonics understanding and exposure.	Extra opportunities to be taught and apply phonics through EYFS, KS1 and lower KS2.	The EEF toolkit suggests effective phonics programmes. In EYFS children need a smaller group to explore language with sufficient opportunities through the day to apply their new sounds. Read write ink phonics programme in KS1 has proved a successful	Cost of interventions from number 1.	Termly monitoring from the R.A.P. Triangulation of evidence at weekly SLT meetings Data harvest and analysis.	KS1 Phonics pass rate is at 83 % RWI development officer has visited several times and worked with staff individually and in pairs. Issues around timetables have at times hindered the daily provision of phonics as groups are mixed across KS1 and Early Years. Extra opportunities for the teaching of phonics have occurred in the afternoon as interventions and as an

	Finding	Action/ approach	What is the evidence/rationale for this choice?	Cost	Measured	Review 2/7/19
			programme, with improved data.			afterschool club, resulting in a positive impact on progress.
5.	Almost 50% of PPG children have an attendance below 95%-	<p>The Family Support Worker is responsible for Attendance, Punctuality, Child Protection and parent support.</p> <p>Clear procedures established in order to help children catch up with their learning journey while absent.</p>	<p>The position of the FSW frees the SLT to concentrate on the activities from the R.A.P.</p> <p>Our own in house provision means that the needs of our school population can be better met, quicker. DFE research shows children with good attendance, achieve better progress/attainment. Monitoring confirmed that children who have absences have gaps in their learning journey.</p>	£ 31 941.00	Monitoring improved attendance figures termly. <b>Review with Link Governor</b>	<p>The Pastoral Manager and I are working closer and will build in termly updates together next year. She has attended some of the PPG surgeries, which enabled broader thinking around the family. We will continue this next year.</p> <p>As at 3/7/19: out of 80 PPG children 30 PPG children have attendance 95+ 50 are below 95% 24 are below 90% 5 below 80 %</p>
		Add attendance as a category to SPTO – under 95%	Attendance can then be easily analysed with attainment/progress.	Free	Ease of monitoring termly.	Instead of SPTO we will be using Pixl and Sims
6.	Lack of completion of regular homework	Provision in school, train Years5/6 to coach younger children.	From PPG surgeries staff raised concerns regarding persistent lack of homework and the impact for that child e.g. regular reading etc.	£ in house	Monitoring termly Feedback at PPG surgeries.	<p>A Peer coaching programme has been established and will continue next year, as the coaches move into Y6. Teachers identified coachees and areas to work on. 23 out of the 35 coachees are PPG = 66% Their work was acknowledged in the Ofsted report. This will develop further next year and we will take part in the Future Projects work with Reading school.</p>
7.	Opportunities for concrete experiences	To provide concrete learning experiences and improve	Educational theory suggests that concrete learning is an essential part of conceptual	£ 8 347.00	Termly monitoring schedule, with	The new wider curriculum expects each new topic to start with an activity that hooks the children in and then an exit point to celebrate their learning.



	Finding	Action/ approach	What is the evidence/rationale for this choice?	Cost	Measured	Review 2/7/19
		<p>engagement through new curriculum approach</p> <p>Use of concrete learning resources</p> <p>Trips/visitors- Allocation of 40% of any enrichment</p> <p>2019/20 Yr 6 PGL Residential £360 x no of Yr 4 PPG</p> <p>Teachers consider entry and exit points when planning.</p>	<p>understanding; this is necessary for reasoning and application. Children told us learning was not exciting enough and children need a purpose for writing.</p> <p>The EEF notes that mastery approaches to learning can add an additional 5 months progress in a year.</p>	<p>£ 3 685.00</p>	<p>line of inquiry from the R.A.P.</p> <p>Triangulation of evidence at weekly SLT meetings</p> <p>Pupil voice.</p>	<p>Planning ahead will enable staff to consider the provision of more concrete experiences that can then be utilised for learning within several subjects.</p> <p>Examples this year are:  Rushell Farm, Ella's kitchen, Roman workshop, Mayan workshops, Maths workshops, Science workshops, Pantomime performance, Meditation sessions, building dens in local woods, PGL residential, River trip, Swanage trip, Bikability, end of WW2 celebration, Bushcraft at Engelfield Estate, Open for Art, London Irish Rugby team's Healthy programme in Yr 3, Chartwells design a meal, Glee singing at the Hexagon, Tesco, Science session at Kendrick and Problem solving at Reading School.</p> <p>This will be built on next year.</p> <p>This provision has provided a greater breadth of experience. It has increased pupil engagement with the curriculum and helped improve pupil confidence; developing personal wellbeing. For some children it also aided the development of peer relationships too. Talking with PPG children, this has really captured their interest, increasing their enthusiasm and engagement with that part of the curriculum. Where cross curricular links were made the resulting inquisitive enthusiasm transferred too. Children felt more confident to actively contribute, participate in those lessons. The engagement also provided more opportunities for informal talk between peers and</p>

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						visible increased confidence when discussing that activity/topic. Often these are experiences that some PPG children will never have had and their excitement is tangible with a sense of wonder.
8.	Underdeveloped Motor skills/ manual dexterity.	Regular opportunities to manipulate and exercise. Interventions where appropriate Exact techniques modelled and practised	As a child grows older the impact of under developed motor skills can knock their confidence as they become more aware they are not able to match their peers in physical, instantly, visual ways. They may then disengage.	£ in house	Termly monitoring schedule, with line of inquiry from the R.A.P. Pupil voice	Handwriting lessons were completed daily but due to various changes this term most classes are completing 2/3 times a week. Changes such as the timing of Yr 2 lunch, introduction of the daily mile, Sports Day, BGT etc. Y1 have used the handwriting programme from Pixl, and have created a handwriting intervention group which runs in the afternoon. Y2 target children within writing lessons. Y3 run a handwriting intervention group. Y5 no longer do handwriting. A mixed picture. Variety of Art techniques which are now taught help with manual dexterity e.g. recent rug ragging.
9.	Low resilience	Development of resilience. Continuation of themed assembly linked to a value/part of growth mind-set. Staff to use the language of growth mind-set when talking with children and discussing their approach to work.	Both Public Health and Academic research acknowledge that: Resilience is the capacity to 'bounce back' from adversity. Protective factors increase resilience, Those who are resilient do well despite adversity. Schools have a key opportunity to build resilience among children	£ in house	Termly monitoring schedule, with line of inquiry from the R.A.P. Pupil voice	Termly values which form part of assemblies. This language is then used throughout the school, modelled for the children by staff. Posters in each class serve as reminders. Developing these further into interactive displays that help support and encourage the language used, referred to by staff and children as part of daily practice next year. Term 6 whole school topic has been 'Well Being' which has included elements of resilience.

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		Introduction of peer coaching, training and delivery. Development of the curriculum to allow the children enough opportunities to deepen their understanding and thinking.	they can aim to increase achievements of pupils; to support them through transitions and encourage healthy behaviours; to promote better interpersonal relationships between people.			Peer coaching has been established and will be further developed next year.  The wider curriculum is developing and will continue next year in order to deepen understanding and thinking. Activities that help develop children's resilience such as sports/ bush craft /art/ music/ competitions will continue and develop next year.
10.	A number of children have additional learning, emotional and social needs that impact their ability to access learning opportunities in and out of class- Emotional wellbeing	E.L.S.A. work  Emotional health training programme from RBC	The EEF toolkit notes that providing social and emotional learning opportunities can improve progress by an additional 4 months per year.  We will expect this intervention to at least help children maintain attendance, and avoid or reduce incidents of exclusion or poor behaviour over time.  Use of and improvements in the Boxall Profile.	£ 5 000.00  Free  £ 1 500.00  £ 1 000.00		The FSW continues to develop links with families; this is ongoing. As these families have become familiar with and develop some trust with the FSW, they have then approached and instigated communication with the FSW, reflecting improved links. Parenting classes are established. Parent links have also improved with better communication. SLT time has have been freed in order to concentrate on the activities from the R.A.P.  Losing one staff and then training another has temporarily reduced provision. The newly trained E.L.S.A (Emotional, Literacy, Support, Assistant), operates 2 afternoons a week. Progress has been slow as they can only use what they have covered in training (itself a gradual process). Currently the ELSA works with 7 children. Depending on budget/staffing this may increase. We also run Social and Communication Groups on 3 afternoons a week. There are 5 groups with 9 children in total.

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		Art of Being Brilliant; life-changing positive psychology workshops, personal development and coaching.				16 children are receiving these interventions; 6 are PPG = 38%
		Behaviour support training				Yr 5 are part of an ongoing positive psychology programme and the majority of children are using the language of positivity as seen within the peer coaching interviews and the early morning maths group. A group of Year 5 children have also led a whole school assembly, sharing an idea from this programme.
		Improve children's emotional development and provide a safe base in school so that they are able to spend effective time in class and reduce incidents of negative behaviour				LSAs have started Therapeutic behaviour management training which will continue next year. This approach responds to ongoing negative behaviours. Interventions are implemented to address these behaviours and are tailored to meet the therapeutic needs of the child. It has been trialed with some success. Term 6 whole school topic has been 'Well Being'
11.	Lack of opportunities to develop confidence in other areas e.g. Art/Computing/	Provision of Clubs- Entitlement to extra-curricular activities	We want to provide all our children with opportunities to try new things, find individual talents, experience success and	£ 100.00		<b>This Year there have been a variety of increased opportunities:</b> <b>Sports fixtures:</b> <u>Intra school competition</u> Every class in KS2 has competed against each other this academic year : Term 1 : 70 metres Term 2 : Standing long jump Term 3 : Basketball shoots Term 4 : Football
		Taking part in Intra schools activities				

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	Sports/Singing/ Organising etc, including out of school.	Creating opportunities within our own community to show case work e.g. the Arts trail weekend.	improve cultural capital. Often once success has been experienced there can be a thirst for it, confidence can start to improve and this then has a knock on effect in other areas of the curriculum.		<p>Term 5 Javelin Term 6 :Sports day</p> <p><u>Inter school competitions where the whole class have been involved :</u>  Yr 6 Football Yr 5 Tag Rugby Yr 4 Hockey Yr 3 Kiwi-ck cricket Yr2 Multi skills</p> <p><u>Tournaments:</u></p> <p>Hockey Yr 6 1/13  Athletics Yr 3 /4 3/15  Cricket Yr4 1/10  Tag rugby Yr 5/6 1/11  Netball Yr5/6 2/15  Football team 4/14  Boccia 3/8 County finals 2/3  Cricket Yr1/2 2/12  Netball Yr 4 4/14  Athletics Yr3/4/5 2/12  Football Yr5/6 1/15  Girls football Yr5/6 2/15  Quadkids Yr5/6 0/10  Decathlon girls Yr 4/5 2/11  Change for life Yr 1/2 2/23  Change for life 3/ 4 7/24</p> <p><b>Total = 39 PPG/225 spaces = 17%</b></p>	<p>The Ofsted inspector was impressed with the amount of children that have taken part in sports outside the school.</p> <p><b><u>Clubs: April-July</u></b></p> <p>Keyboard 4/29 Football 1/11 Card Games 3/17 Battle 0/7 Art 1/18  Netball Yr 4 2/8 Netball Yr 5/6 1/11 Dance 2/9  Agility, balance, co-ordination 3/15</p> <p><b>TOTAL = 17 PPG/125 = 14%</b></p>

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						<p>Next year one central record where all this information is stored, accessible to all, with full names, class and groups identified. This will highlight and bring to the fore</p> <p><b>Music/drama</b>            Battles Got Talent Year 6 Production            Glee club: performed in the Hexagon as part of the Junior Music Festival            Music club, at Tesco's and the school Summer fayre.            Music club            Spring: learning to read music notation and playing on the xylophone – performance to parents and KS2. Summer - learning to read notation and play the keyboard.            Open for Art.            These opportunities will develop further next year.</p>
12.	Chaotic family lifestyles/lack of routines	<p>Develop nurturing ethos/ School culture-meet and greet first thing in the morning in order to assess state and ground/lift children where possible.</p> <p>Staff awareness of recognising when a child is having difficulties and reacting by intervening in a positive way so as not to set them up to fail.</p> <p>Staffing of Breakfast Club x 2 20%</p> <p>Breakfast £2 /day £380 year</p>	<p>We know some of our children are hungry at the start of the day and that this affects their concentration. We want children to travel independently by KS2 so that they are responsible for their own attendance. DFE research shows that children who attend school well achieve better progress and attainment. Research clearly demonstrates the impact that nurture can have on attainment by providing the needed additional support to help them with the</p>	£ 982.60	Attendance of Breakfast club participants tracked	<p>Attendance of breakfast club varies, selecting a random week in June: out of 43 pupils that went, 5 of them are PPG pupils=12%</p> <p>Staff and the Pastoral Manager refer families to the club but there are issues around the ability to get into school early in order to access the provision.</p> <p>Breakfast club ran for Yr6 during SATs week, provided by Chartwells.</p>

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		Use of left over fruit from KS1 – target children	recreation of missed early experiences.	£ 380.00		
OTHER		Staffing				
		PPG lead – allocate 66%	Dedicated time.	£ 17 246.46		Time has been allocated each term.
		PPG surgeries x2 targets with pupils	Our monitoring of implementation of strategies following PPG surgeries found staff were struggling to focus on all children and the different surgeries help staff consider and process the various needs of their children and the management of those needs in order to secure progress. Leaders have been able to keep the momentum, of school improvement, going with challenge and support.	£ in house	Review with Link Governor	Surgeries have been useful, teachers have had an opportunity to raise/discuss issues and have been given dedicated time to consider individual children and their provision. Good practice has been shared though this. Leaders have been able to keep the momentum, of school improvement, going with challenge and support. There have been improvements in the quality of provision, though this is a varied picture across the school, with pockets that still need support. The learning journey for many has become much clearer with relevant steps.
		Training for LSAs & LTSA	Professional development and development of the ownership of it.	£ 2 000.00	Basic training has taken place.	Weekly training covering several areas e.g. use of the smart board, use of clicker, Equity vs Equality, SEN, Therapeutic Behaviour Management etc. Some of these have been requested by staff.
		<b>Income £117,480</b>	<b>Planned Expenditure</b>	<b>£116, 959.90</b>		

Note:

During the course of the year, after termly monitoring and evaluation this plan may change as necessary. Strategies within the plan will be individualised to the child where appropriate.