

## Planned Expenditure **£15, 245**

Academic year	<b>2023 - 2024</b>				
i) Supporting families with a financial contribution to enable their child to access the wider curriculum.					
Desired Outcome	Actions	Evidence for this approach	How will you ensure it is implemented well?	Staff lead	Impact so far
1. No pupil premium child is denied going on trips or residential due to cost or from being from a disadvantaged background.	RB to identify families who are in receipt of additional funding and send letters or speak to parents.	Children from disadvantaged backgrounds often cannot afford the additional expense of trips, including 5 day residential trip. Before this funding 1 child was unable to attend residential due to parental financial worries.	Bursar and Mrs Bacon to identify children and families.  Letters sent out to families or families spoken to at the beginning of the planning stage of the trip to ensure that families are aware of the help provided.	RB & TB	No child from a family receiving additional funding has been excluded from attending a trip or the 5 day residential because of financial worries.
2. No Child is excluded from participating in at least 1 music lesson.	Office staff to send letters to families in receipt of additional funding to take up a musical instrument.	Children from disadvantaged backgrounds often cannot afford additional expenses of learning to play a musical instrument.  Parents tell us that they would like their child to have the opportunity to take up learning a musical instrument.	Bursar to identify families and send out letters.	RB & TB	All children in receipt of additional funding learn to play a musical instrument if they chose to do so.
3. No PP child starts school hungry	RB to offer assistance to families if required.	Breakfast club to be subsidised.	RB to identify families and contact them	RB	
<b>Total Budget cost</b>					<b>£4,000.00</b>

ii) Quality Teaching + resources					
Desired Outcome	Actions	Evidence for this approach	How will you ensure it is implemented well?	Staff lead	Impact so far
Release teachers and TA to work with specialist teacher to plan intervention support and provision in class	<p>Teachers and TA's released to plan detailed intervention.</p> <p>Appropriate resources and training purchased to enable TA support to be effective.</p> <p>Little Wandle subscription</p>	Disadvantaged children are at the risk of falling behind in their learning, often through poor communication skills, poor reading and writing skills and gaps in their mathematical understanding. Without this support future life chances would be narrowed.	<p>Each class teacher and TA to be released to work alongside HW to plan detailed intervention support and resources needed.</p> <p>Review of progress and monitoring of lessons carried out each term to ensure progress is being made.</p> <p>Impact is measured 3 times per year as part of HT monitoring cycle. Evidence is triangulated through pupil progress meetings, book scrutiny, pupil conferences and data, both attainment and progress..</p>	RB & LG	See intervention v impact file (LG)
<b>Total Budget Cost</b>					<b>£3,425.00</b>
iii) Targeted support					
Desired Outcome	Actions	Evidence for this approach	How will you ensure it is implemented well?	Staff lead	Impact so far
Disadvantaged children to close the attainment gap	TA's and teachers to work with children in small groups, 1:1 and	Children from disadvantaged backgrounds often struggle with the basic core skills. If	Outcomes are monitored as part of the 3 x per year cycle in terms of data, books, pupil conferences.	RB + LG + all staff	See impact and intervention plans –

between them and their peers in school, and compared to other non-pupil premium children nationally with similar starting points.	within class on targeted support plan written with specialist teacher. See intervention plans for each child.	these gaps in their learning continue the attainment gap between them and their peers widens and in secondary school their choices and life chances are reduced. This money ensures that gaps in knowledge and confidence in own ability in core subjects are closed and children make stronger progress and catch up.	Lesson observations are conducted as part of the cycle of performance management with a particular focus on PP children in Spring term 1.		feedback from all staff
<b>Total Budget Cost</b>					<b>£3,270.00</b>
<b>iv) Behaviour and emotional support</b>					
<b>Desired Outcome</b>	<b>Actions</b>	<b>Evidence for this approach</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Impact so far</b>
Disadvantaged pupils have access to a range of emotional and behaviour support services	Train TA to offer bespoke counselling service to children.  Specific support provided for children needing emotional support strategies.  Outside agency employed to work 1-1 with child.	Children from a disadvantaged background can have emotional needs that have an impact on their ability to learn and an impact on their ability to focus or concentrate during learning time. This counselling offers support and guidance to help support children's emotional needs and support in times of crisis.	Regular communication with families to ensure that the service offered is meeting the needs of the child and support their emotional needs. Pupil conferencing will enable us to unpick the impact of this action  Feedback from intervention and impact forms.	RB & DDP	Behaviour amongst all groups of children at school is very good.  Visitors to the school compliment on the children's behaviour as being polite and thoughtful.

<p>Disadvantaged children, including those that have been in care, feel safe, exhibit good behaviours and show appropriate learning behaviours.</p>	<p>Disadvantaged children and in particular those that have been in care often suffer attachment issues. They need additional support and through trained TA support this is provided for.</p> <p>Specialist training for detachment disorder building Emotionally Available Adults; addressing unmet attachment needs.</p> <p>Play therapy training – run September – November</p> <p>Outside agency to work 1-1 with child</p>	<p>Several children have attachment issues / behaviour and emotional difficulties so this has been highlighted by leaders as a requirement for the school.</p>	<p>Regular communication with parents and families.</p> <p>Review of MY plans forms to focus on improving attitude to learning, behaviour and concentration.</p>		<p><i>SIAMS 2020 - Pupils understand that it is important to make mistakes in order to learn and that a fresh start is always possible. This is because the school has pupils' mental health and wellbeing at the heart of its vision and work.</i></p> <p>Cpoms detailed report</p> <p>Impact and intervention feedback forms – feedback from all staff.</p>
<b>Total Budget Cost</b>					<b>£4,550.00</b>