

Keyham Barton Pupil premium strategy statement 2019-20

“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”

(A.P.J. Abdul Khan, 11th President of India)

“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith Russi

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

1. Summary information					
Academic Year	19-20	Total PP budget	£79,080	Date of most recent PP Review	Sep 2019
Total number of pupils	167 (tbc)	Number of pupils eligible for PP	63 (38%)	Date for next internal review of this strategy	Feb 2020

£72,570 total allocated spend and £6,510 contingency

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
		0	5 (1 also ever 6)

Current Academic Year 2019-20
(Percentages are for each cohort and the totals across the school)

Year Group	Total	FSM	Ever 6	Services	Adoption Premium
Year 6	12 (44.4%)	8 (29.6%)	tbc	0	0
Year 5	10 (41.1%)	7 (29.2%)	4 (16.7%) – 1 also services - tbc	1 (4%)	0
Year 4	9 (32.1%)	9 (32.1%)	tbc	1 (3.5%)	0
Year 3	8 (32.0%)	8 (32.0%)	tbc	0	0
Year 2	9 (39.0%)	7 (30.4%)	tbc	3 (13%)	0
Year 1	8 (34.8%)	8 (34.8%)	tbc	0	0
Reception	Tbc	Tbc	Tbc	tbc	0

2. Current achievement			
End of KS1 & 2 Attainment for: 2017-2018	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
		<i>School</i>	<i>National</i>
% achieving expected standard or above in reading, writing and maths	42%	54%	64%
% achieving expected standard or above in reading	42%	54%	75%
% achieving expected standard or above in writing	75%	79%	78%
% achieving expected standard or above in maths	75%	79%	76%
Progress score in Reading	-1.5	-0.7	-0.59
Progress score in Mathematics	1.9	0.7	-0.44
Progress score in Writing	1	2.7	-0.58
% achieving expected standard or above in reading at KS1	70%	79%	Tbc
% achieving expected standard or above in writing at KS1	40%	69%	Tbc
% achieving expected standard or above in maths at KS1	60%	72%	tbc

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	PP/SEN overlap
B.	Teaching quality and expectations/tighter targeting of PP children
C.	Well-being and resilience
D.	Poor oracy

External barriers (issues which also require action outside school, such as low attendance rates)

E.	Attendance and punctuality
F.	Parent/child relationships and additional opportunities for wider 'life enhancing' experiences (which support 'content, vocabulary and world experiences and general knowledge')

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children to make expected or better progress in reading, writing and maths	Children in Years 2-6 to aim to make 7 steps of progress a year. Children in Year 1 to make 6 steps of progress from their autumn 1 baseline. Progress to be checked through assessments, monitoring of books by subject leaders/SLT and through discussions with pupils about the progress they are making.
B.	The attainment gap between PP children and non-PP children to diminish.	Aim for no significant gap in ARE between PP and non-PP children in all year groups.
C.	The attendance of PP children to rise in line with non-PP children. To monitor the punctuality of PP children and to analyse and act on the data accordingly.	Aim for 96% in all year groups for PP and non-PP children. Poor attendance to be monitored and supported by PSA and earlier intervention. Incentives offered as a prize draw for attendance and punctuality. Punctuality to be monitored and supported
D.	Effective teaching of PP children.	100% or better child conversations/1-1 surveys will show that PP children are able to talk about their targets, progress and achievements. Monitoring at Pupil Progress meetings shows that pupils are making good or better progress (expected and expected +) and that the gap in ARE is diminishing Teachers are utilising their increasing knowledge of metacognition strategies and understanding Where appropriate technology will be used to enhance the learning of PP children.
E.	Children to become more resilient and have better well-being.	All children to report feeling happy and safe in school in 1-1 child surveys and parent meetings. Fewer negative dojo points and lunchtime incidents. Children who are focused and engaged in their learning during observations. There will be an improvement in the perception of verbal and physical bullying Children will be assertive and equipped for healthier relationships

5. Planned expenditure

Academic year **2019/20**

The headings below enable schools and the Trust to demonstrate how they are using the pupil premium improve outcomes for Pupil Premium Children. These headings are the same of all Plymouth CAST schools, but can be individualised under the Chosen action/approach column.

a. Additional Teaching Staff

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>PP children to make expected or better progress in reading, writing and maths.</p> <p>The attainment gap between PP children and non-PP children to diminish.</p> <p>Effective teaching of PP children.</p>	<p>Teachers in the classes with the greatest PP gap (as reviewed half-termly) to be released by a supply teacher one afternoon a week to work with PP children to address gaps in learning/pre-teach new content.</p> <p>Teachers supported by SLT and SDP foci to ensure that their teaching is as effective as it can be through, on-going CPD – which includes work on Metacognition, curriculum enhancement and development. The Trauma Informed Schools Approach is also further embedded within the school culture. SENCo to support PP/SEN pupils who are showing less</p>	<p>Gaps between PP and non-PP children diminished in the classes where this was used previously. 1-1 showed that PP children found working in a group or 1-1 with the class teacher helped them with their learning more so than working with other adults.</p> <p>EEF: collaborative learning + 5mths; feedback + 8mths; individualised instruction + 3mths; mastery learning + 5mths; small group tuition + 4mths</p> <p>Evidence that TIS approach and understanding of ACEs supports children with disadvantage (some of whom will be PP).</p>	<p>Class teachers and subject leaders to monitor attainment and progress of all children and groups at least termly.</p> <p>Termly data meetings with SLT will review the progress of all children and groups.</p> <p>PP champion to track the progress of PP children and compare to non-PP half termly.</p> <p>PP champion to follow up with teachers regarding any children where the progress is less than expected or stilted. Where that pupil is SEN or has a pastoral need the PP champion (who is also SENCo) will ensure access to Early Help processes.</p>	<p>SE/GB/SMcG plus relevant class teachers</p> <p>1 x day SENCo £12,362</p> <p>1 x ½ day supply £6,080</p> <p>PP Champion – monitoring and dissemination £200 x 12 £2,400 (2 x half term)</p>

	than expected progress, where there is a gap in ARE or where there is a pastoral need (this is equivalent to one day a week -it may be time that is blocked or shared into hourly 'chunks' dependant on best use of funding – this will be reviewed half termly.		TIS Champion will begin to embed ideas from theory into practice across the school. Benefitting all children but with a direct focus on PP children (see pastoral support later)	
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£20, 842
b. 1-1 Intervention - Academic				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£
c. 1-1 Intervention - Social				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
The attendance of PP children to rise in line with non-PP children.	Consider targeted children to have their own reward chart for attendance and punctuality.	Where children have awareness and ownership of their targets they feel a greater sense of 'agency'. Where they can work towards their own	PP children will be screened and a clear baseline established. Targeted children will have their own attendance and punctuality reward chart.	SE/GB/SMG/JA S and AP Incentive Prizes including day trip prize - £500

<p>Children to become more resilient and have better well-being.</p>	<p>We are going to trial (2019-20) a whole school incentive for 96% attendance and punctuality – e.g. a family day trip with transport and a picnic to Woodlands to win as a prize (raffle tickets put into a draw after each long term) – Prizes to be given out at the end of the Summer Term.</p> <p>We have extra adults on the doors to meet and greet our children with friendly smiles so that children make a positive start to their day. Teachers and TAs offer greeting 'choices' when welcoming the children into the classrooms.</p> <p>High level access to MAST (Multi-agency Support Team) – 75% of pupils last year who accessed this service were PP.</p> <p>From Summer 1 we will no longer be buying an in-school learning mentor so we will release our TIS/ELSA trained TA to work with these vulnerable children. She will continue 'Talk Time' where 64% of pupils that have needed to access her have been PP.</p>	<p>attendance/punctuality targets there is a greater likelihood of success.</p> <p>Where parents are struggling in getting children to school or arriving on time the PSA and SENCo will support the background difficulties.</p> <p>MAST has a high level success rate and is a highly regarded intervention.</p> <p>A significant number of pupil premium children have dealt with/are dealing with challenges at home or emotional/social barriers to learning. In these sessions they have the opportunity to discuss and work through problems with a trusted adult in a calm, relaxed atmosphere.</p> <p>EEF: social and emotional aspects of learning +4 mths; parental involvement +3 months</p>	<p>The incentive idea will be shared at KS2 talk assembly and through the school council to determine if it is a trial they would like to have a go at as a school family.</p> <p>The embedding of adults using welcome 'greetings' will be monitored by the SLT.</p> <p>For targeted children (regarding pastoral care) an action plan will be devised which will be monitored regularly for impact between the Pastoral TA/SENCo and the class teacher and child.</p> <p>SENCo will ensure referrals made to MAST are timely and appropriate – asking for the correct aspect of early help.</p> <p>SENCo will also ensure EHAT/Gateway processes are followed in a timely and effective manner.</p>	<p>£35 per 63 pupils £2,205 – MAST high level buy in</p> <p>Nurture and pastoral HLTA - £3,777</p>
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	SENCo will also be 'on call' as an emotionally available adult for PP and PP/SEN pupils. Also will complete the necessary steps to engage with higher level support such as Lead Professional in EHATs/MAST/Outside agency referrals and working with the police/FIP as required.			
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£6482
d. Group Intervention - Academic				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
PP children to be subsidised to participate in school trips/residential	See additional teaching staff section. School to fund their involvement	Many disadvantaged children do not get the same breadth of opportunity as less disadvantaged pupils – this will give them the opportunity to engage in all educational trips without any monetary concerns. Supports well-being, academic development and relational development.	Parents of PP children will be informed that trips and breakfast club/afterschool club are subsidised for their children.	SE/J-AS/AP and class teachers

Outcomes of Mid-Year Review:

Total Planned Expenditure: £5,000

e. Group Intervention - Social

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>The attendance of PP children to rise in line with non-PP children.</p> <p>Children to become more resilient and have better well-being.</p>	<p>As above...and... KS1 and KS2 Social Club at lunchtime supporting pupils with Communication / Emotional/behavioural difficulties and those in our Support Centre.</p> <p>Attendance at Military Kids Club (MKC) with other network schools. PSA to attend adult network meetings termly. Transport to Help the Heroes events.</p> <p>Support for vulnerable families struggling to get pupils to regularly attend school and emotional support for parents as an ELSA trained TA (PSA).</p>	<p>Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn.</p> <p>To be able to meet with and identify with children in a similar situation. EEF: Social and emotional aspects of learning +4 months; parental involvement +3 months</p> <p>PP children with historically poor attendance to be supported to come into school. Individual attendance support programmes worked last year and will now be rolled out</p>	<p>Children will be screened and a clear baseline established. For targeted children an action plan will be devised which will be monitored regularly for impact.</p> <p>Through pupil 1-1 surveys the children report positive experiences and impact on their learning.</p> <p>Pupil conferencing and surveys before, during and after the support group sessions will show the impact of this intervention. Parental surveys and meetings will</p>	<p>GB/AP/AMc</p> <p>£3,621- A Mc</p> <p>AP and transport £2,775</p> <p>AP</p> <p>PSA – transport and food bank</p>

		sooner and for more pupils. Students are given an opportunity to talk about their emotions in a safe and secure environment. They are able to discuss any worries or concerns that they may have. They will feel more secure and resilient, increasing their confidence and sense of wellbeing	show any impact on the children at home.	driving/ time for charity funding bids £500
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Outcomes of Mid-Year Review:

Total Planned Expenditure: £6,896

f. Learning Resources

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>PP children to make expected or better progress in reading, writing and maths.</p> <p>The attainment gap between PP children and non-PP children to diminish.</p> <p>The attendance of PP children to rise in line with non-PP children.</p>	<p>Oracy project – ongoing –embedded approach</p> <p>1:1 work from SALT recommendations where direct NHS work will not be available</p> <p>Library project to be completed</p> <p>Prizes to link to attendance/punctuality dojos – whole school incentive</p>	<p>PP children observed as having poorer vocabulary knowledge and weaker self-expressive language skills. We are in receipt for some funding for this project.</p> <p>Speech and language through the NHS has been restricted to only a few cases who will be seen 1:1 – therefore additional time will need to be allocated to pupils who are PP/SEN</p>	<p>Oracy project leaders will monitor planning and outcomes in reading and writing for all pupils including those in receipt of PP funding.</p> <p>Parents and children will report greater experience of</p>	<p>LF/GB/SE £1050</p> <p>SE/magika £20,000 – laptops class sets</p>

<p>Effective teaching of PP children.</p> <p>Children to become more resilient and have better well-being.</p>	<p>(Keyham Keys – behaviour and learning foci to be developed). If the children are not here or are late they will already be at a disadvantage.</p> <p>Improvements to digital technology in school – assistive technology to be used with some SEN/PP pupils</p> <p>Books and development of a school library – to be completed year 2019-20 Link to developed ICT/access to spoken/audio books and to include 'story telling sessions' for children</p>	<p>EEF: oral language interventions + 5mths</p> <p>Parental meetings and child surveys indicated that children enjoy using technology and feel more motivated to engage when technology is available. Currently technology and Wi-Fi access is limited.</p> <p>EEF: digital technology + 4mths</p> <p>Reading is an area for whole school development and PP children performed significantly worse in reading in the Year 6 SATs tests. Parents reported children enjoying reading books/liking reading with their child at home/having a variety of books read to them in school.</p> <p>EEF: parental engagement + 3mths; phonics + 4mths</p> <p>Parents requested greater opportunities for their PP children to learn to play an instrument as their children</p>	<p>using digital technology in school and greater enjoyment in lessons.</p> <p>Assistive technology will be developed and used for pupils where the gap for ARE and progress needs to be diminished.</p> <p>Observations will support this.</p> <p>Diminished difference in reading attainment across cohorts and higher rates of expected progress.</p> <p>Children and parents to report enjoying the new books and environment.</p> <p>Children and parents in their surveys and meetings to</p>	<p>Junior Librarian - £2,000</p> <p>£5,000 music tuition availability</p>
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	<p>Music tuition participation to continue to rise above 50% of all pupils learning an instrument to be PP (and therefore funded for their place)</p> <p>FRIENDS Resilience and TIS approach</p>	<p>have expressed an interest at home but they can't afford the tuition.</p> <p>Last year the uptake for music tuition (because of the PP focus meant nearly half of the children participating in music tuition were PP and therefore funded.</p> <p>EEF: arts participation + 2mths; parental engagement + 3mths</p> <p>Questionnaires, data and observations show a low level of emotional regulation and literacy. FRIENDS resilience is recognised by the World Health Organisation as an effective strategy in improving anxiety. (See below)</p> <p>TIS is a national evidence based approach</p>	<p>report enjoyment with learning to play an instrument. Observations to show children better able to focus in class.</p> <p>Child and parent questionnaires will show an improvement in the perception of verbal and physical bullying.</p> <p>Improved emotional wellbeing</p> <p>ARE will rise.</p>	<p>£2,000 TIS CPD</p> <p>Friends Resilience resources £5 per head (Y1 and Y4) £300</p>
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£30,350
g. Staff Training				

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>The attendance of PP children to rise in line with non-PP children.</p> <p>Children to become more resilient and have better well-being.</p>	<p>FRIENDS programme to be embedded in Y1 and Y4 for our second year cycle</p> <p>Training HLTA costs for TIS and costs of embedding the approach – staff supply costs/resource creation/parent meeting resources</p> <p>HLTA to take on the caseload of the 2018-19 school-based learning mentor</p>	<p>The programme is recommended by Plymouth Council. A significant proportion of PP children have experienced at least one episode of trauma in their life and many are likely to go on to. These experiences can have a negative impact on their attendance as well as their well-being/ability to stay focused. The programme will equip them with the skills to identify what they feel and why and to come up with strategies to effectively manage what they are feeling. See evidence and research on ACES</p> <p>EEF: behaviour interventions + 3mths; social and emotional learning + 4mths</p> <p>Teachers can video their own practice and work with SLT and peer teachers in noticing and planning areas for further improvement</p>	<p>All school adults will be trained in the programme before delivering it to pupils. Children in Y1 and Y4 will self-assess before and after. Children and parental surveys will report improved well-being.</p> <p>PP attendance will continue to increase to become greater than or equal to 96%.</p>	

Outcomes of Mid-Year Review:				
Total Planned Expenditure:				Costed above
h. Enrichment/Raising Aspirations				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>PP children to make expected or better progress in reading, writing and maths.</p> <p>The attainment gap between PP children and non-PP children to diminish.</p> <p>Effective teaching of PP children.</p>	<p>Access to G+T Workshops for AMA to provide challenge and opportunities for more able children in both Key Stages to extend their skills and make accelerated progress in writing/maths.</p> <p>Subsidised trips and visits (linked to the curriculum) including Y6 residential. Children in all year groups have access to educational visits and Year 6 have access to a residential visit to Porthpean which would be outside the financial limitations of some families. All pupils have access to</p>	<p>To practice and develop skills independently and also have opportunities to develop reasoning skills.</p> <p>EEF: mastery learning +5mths</p> <p>There is a greater sense of equality and inclusion in that the children are able to participate in visits, without any financial hardship.</p> <p>EEF: Sports Participation + 2mths; Arts Participation + 2mths; outdoor Learning + 3mths</p>	<p>Child will be able to articulate their progress by showing how they have improved their work. Termly data meetings will review the progress made. Subject leads will track progress of AMA termly.</p> <p>Children are able to participate in school visits. Through pupil conferencing the children report positive experiences and impact on their learning.</p> <p>Admin will ensure that parents are aware of this subsidy and know how to</p>	<p>CB/VOC/SLT/Admin</p> <p>£1000</p> <p>Costed above</p>

	theatre group and visitors in school. This experience is followed up in school.		access the funding (discreetly) should they wish to take up the offer.	
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Outcomes of Mid-Year Review:

Total Planned Expenditure: £1000

i. Home Support (e.g. breakfast club, EWO etc.)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>The attendance of PP children to rise in line with non-PP children.</p> <p>The attainment gap between PP children and non-PP children to diminish.</p> <p>Children to become more resilient and have better well-being.</p>	<p>PSA to monitor PP attendance and, where necessary, phone families within 15 minutes of pupils not arriving at school; visit homes and provide additional support.</p>	<p>When children are in school they are learning and low attendance leads to lower attainment and progress. Poor attendance can also be a safeguarding concern for this potentially vulnerable group. NFER 2015, Supporting the attainment of disadvantaged pupils Addressing Behaviour and Attendance. PP attendance remains below non PP with some key pupils being responsible for this difference.</p>	<p>Whole school monitoring of attendance will continue with office staff and class teachers being made more aware of who to monitor more closely. Parents are contacted by the office staff /PSA immediately when absence recorded. There is a dedicated member of staff (PSA) with a responsibility for monitoring attendance. Termly meetings with the Education Welfare Officer to take place and children/families who are causing concern. Attendance of PP pupils to rise to 96%.</p>	<p>AP £already budgeted for above Admin and SE/RR/GB</p>

	<p>PSA to support vulnerable, hard to reach families, parents, CAFs. A programme of workshops/ courses organised to help parents build social groups as well as improve ways to support their children's learning at home. Either created 'in house' or bought in from Plymouth Council teams.</p> <p>Children who are eligible for FSM/PP have access to subsidised breakfast club. This is to ensure they have a suitable breakfast before starting school. The transition period from home to school will also give them a better emotional start to the day. It also ensures that parents are better able to go to work.</p>	<p>Targeted support in place for targeted individual children. They feel more secure and confident and are able to manage their emotions more readily.</p> <p>EEF: Social and Emotional aspects of learning +4mths; individualised instruction +2mths; parental involvement +3mths</p> <p>This will provide a firm foundation for targeted children to be ready to learn and set for the day. Numbers increased over last year and children reported enjoying the club and the food in their surveys.</p> <p>Targeted support in place for targeted individual children.</p>	<p>Individuals with poor attendance last year to have improved attendance this year.</p> <p>Records and evaluations shared with the school, as appropriate. The impact in school will be recorded through discussions with the class teachers. Parents will be asked to contribute to discussions about the impact of the intervention. Parent questionnaires will also be analysed.</p> <p>Records and evaluations shared with the school, as appropriate. The impact in school will be recorded through discussions with the class teachers</p>	<p>AP £500 for refreshments/travel</p> <p>KT/TW/KMc £1,500</p>
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	Multi-agency support (MAST) for vulnerable pupils and their families, includes learning mentors, therapists, counsellors, family support workers and EP.	They feel more secure and confident and are able to manage their emotions more readily. Numerous successful examples from last year including the award of an EHCP and improved attendance.	Records and evaluations shared with the school, as appropriate. The impact in school will be recorded through discussions with the class teachers. Parents will be asked to contribute to discussions about the impact of the intervention.	GB/teachers as required (Already budgeted above)
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£2000
j. Other, not captured by any of the above				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Effective teaching of PP children. Children to become more resilient and have better well-being.	SENCO 1 day release once a week (or equivalent). Specifically focused on the needs of pupil premium children with SEN. Giving advice and support for class teachers for specific children who are both PP and SEN. Referrals for learning mentors, therapists and counsellors to support the learning needs of the PP children. And additional support such as EHATs etc. as mentioned above.	There is a significant overlap between children with a SEN and those pupils who are entitled to pupil premium funding. This relationship still needs further exploration. There will also be opportunities to observe children in class and at playtimes and to work alongside Teachers and TAs to improve quality of provision. EEF: social and emotional aspects of learning +4mths	Learning Walks, performance management, monitoring of planning and assessment data. Evaluations and reports from outside agencies.	Costed above

Outcomes of Mid-Year Review:	
	Total Planned Expenditure:
	Costed above

6. Additional detail
This strategy will be subject to ongoing monitoring throughout the year. Changes will be made dependent on the needs of individual children and cohorts as deemed necessary.