



Brotherton and Byram CP Academy Pupil Premium Strategy Statement 2019/2020



Pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Schools have the freedom to spend the Premium, which is additional to the underlying school budget, in a way they think will best support raising of attainment for the most vulnerable pupils.

At Brotherton and Byram Community Primary Academy:

- We ensure that high quality teaching and learning opportunities meet the needs of all the pupils.
- We ensure that effective and appropriate provision is made for pupils who belong to vulnerable groups, through rigorous assessments of their needs.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. A majority of any group will be made up of FSM children

1. SUMMARY INFORMATION			
School	Brotherton and Byram CP Academy	Total PP Budget	£26,400
Academic Year	2019-2020	Number of children Eligible for PP	25 (14%) (Funding from PP children January 2019 - 22 pupils)
Total Number of children	184 (including nursery)	Date of internal PP Review	September 2020

Whole school 2019 Overview

Reading, Writing & Maths - Year 6 (Cohort of 16 children 4 PP)					Reading, Writing & Maths - Year 2 (Cohort of 24 children 3 PP)					GLD (Cohort of 23 children 1 PP)				
School	PP	Non-PP	National Gap	School Gap	School	PP	Non-PP	National Gap	School Gap	School	PP	Non-PP	National Gap	School Gap
38%	25%	42%	-23%	-17%	46%	33%	48%	xx%	-15%	83%	100%	83%	xx%	-17%

(National GLD/KS1 not yet released - % difference to be added when released by the DfE)

End of Key Stage One Outcomes 2018-2019 (Year 2)

24 pupils	Reading	Writing	Maths	RWM
EXS+	67%	54%	54%	46%
GDS	8%	4%	8%	4%
Disadvantaged (3) EXS+	67% (2/3)	33% (1/3)	67% (2/3)	33% (1/3)
Non-Disadvantaged (21) EXS+	67%	57%	52%	48%
Disadvantaged (3) GDS	0% (0/3)	0% (0/3)	0% (0/3)	0% (0/3)
Non-Disadvantaged (21) GDS	10%	5%	10%	5%

End of Key Stage Two Outcomes 2018-2019 (Year 6)

16 pupils	Reading	Writing	Maths	RWM
EXS+	38%	75%	63%	38%
GDS	13%	19%	6%	6%
Disadvantaged (4) EXS+	25% (1/4)	50% (2/4)	50% (2/4)	25% (1/4)
Non-Disadvantaged (12) EXS+	42% (5/12)	83% (10/12)	83% (8/12)	42% (5/12)
Disadvantaged (4) GDS	25% (1/4)	0% (0/4)	0% (0/4)	0% (0/4)
Non-Disadvantaged (12) GDS	8% (1/12)	25% (3/12)	8% (1/12)	8% (1/12)

2. BARRIERS TO FUTURE ATTAINMENT (for children eligible for PP)

In-school barriers

A.	<u>Social, Emotional and Wellbeing Needs</u> – A large majority of Pupil Premium children have additional needs including social and emotional barriers, including low resilience that impede on their progress.
B.	<u>Attainment</u> – The percentage attainment of PPG pupils in reading, writing and maths is not in line or higher than national by the end of KS1 and KS2
C.	<u>Attendance</u> - the percentage of all PP children attending school must be above the national average (96%) and any PP attendance below 96% to be supported with improved attendance

External Barriers

D.	<u>Supporting Vulnerable Families</u> - Some of our families struggle financially, attendance rates and safeguarding issues are all external barriers.
E.	<u>Lack of Opportunities to Experience and Understand the World Around Us</u> - impacting on progress in school with children unable to draw upon experiences in their learning (lack of vocabulary, inference for reading, experiences to draw upon in writing)

3. OUTCOMES

	Desired outcomes and how they will be measured	Success Criteria
A.	<u>Social, Emotional and Wellbeing Needs</u> <ul style="list-style-type: none"> The behaviour within the school remains good and improves even further. Children's mental health improves, shown in Boxall profiling Exclusion rate to be 0%. Measure: <ul style="list-style-type: none"> Positive behaviour tracking for PP children. Boxall Profiling Hub Club register CPOMS entries Access to Family Support worker to support positive learning within school Access to support from Behaviour and Wellbeing Lead 	<ul style="list-style-type: none"> Family support worker will identify vulnerable children and work with s Support for PPG pupils with identified barriers to learning through a range of targeted emotional/mental health interventions, Worry-box, Fireworks and social groups. Purchase of resources and training of staff to support children with social and emotional mental health difficulties. Weekly sessions of restorative circles for KS1 and KS2 children delivered by trained staff to support all children including vulnerable PPG children Lunchtime provision in the form of Hub Club to offer additional provision to support vulnerable PPG children. 'The Hub' is used regularly for KS1 and KS2 which addresses children's learning, behaviour, emotional and social needs through small groups.

		<ul style="list-style-type: none"> • Special Educational Needs provision. Support for KS1/KS2 PPG pupils with identified barriers to learning through directed support from assistant teachers. • SEN/ intervention training for staff to support PPG • Staff CPD for Boxall profiling and mental health curriculum development to ensure quality wave 1 inclusive provision and targeted support for additional specific support identified. • SEMH team to identify, monitor and give support to vulnerable children • All PP children to receive the option of free access to breakfast club so they have a positive start to the day with a healthy breakfast, providing a nutritious breakfast and a calm start to the school day. • Reduction in the number of PP children receiving unacceptables
B.	<p><u>Attainment</u></p> <ul style="list-style-type: none"> • Ensure a greater of PP children achieve GD at KS1 and KS2 to fall in line with national. • Gap between KS2 PP and non PP closes in Reading, Writing and combined RWM. • Gap between KS1 RWMs combined remains positive. • There is no gap between Pupil Premium children and Non Pupil Premium children in all year groups. <p>Measure:</p> <ul style="list-style-type: none"> • Internal progress measure throughout the year. • Ebor data capture 3 times per year. • End of Key Stage 2 data (July 2020) • End of Key Stage 1 data (July 2020) • End of EYFS data (July 2020) • Year 1 and Year 2 Phonics Data (July 2020) 	<ul style="list-style-type: none"> • Increased percentage in the number of children achieving the expected standard in Reading, Writing and Maths in Year 6 • Close the gap between Pupil Premium and Non Pupil Premium Children in all year groups.
C.	<p><u>Attendance</u></p> <ul style="list-style-type: none"> • Dedicated time for Attendance lead to work with families of PPG pupils to increase attendance percentages and improve punctuality. • Dedicated time working with PPG pupils and families and multi-agency safeguarding teams, including Child in Need and Child Protection Plans, as well as regular liaison with professionals from Children's Social Care 	<ul style="list-style-type: none"> • Data will show improved attendance for PP children • The percentage of persistent absence and lates has decreased. • Attendance for PP children is at least in line with national. • Persistent absentee children who are also PP will have improved attendance and attendance is at least 96%

	<ul style="list-style-type: none"> All PP children to receive the option of free access to breakfast club so they have a positive start to the day with a healthy breakfast, improving punctuality and attendance of targeted families All PP pupils are entitled to the support that will close any learning gaps. Weekly sessions for Starting school course delivered by NYCC to support parents of reception children - staffed by HLTA <p>Measure:</p> <ul style="list-style-type: none"> Percentage of PP children attending school will be monitored to be above 96% 	<ul style="list-style-type: none"> Family Support Worker will regularly liaise and work with vulnerable families to ensure improved attendance at school, giving support to ensure this happens
D.	<p><u>Supporting Vulnerable Families</u></p> <ul style="list-style-type: none"> An increase in the number of families being able to access the support and services that they require. Outcomes for all children continue to improve further Concerns / Issues raised are acted upon swiftly and relevant and appropriate support provided in a timely manner <p>Measure:</p> <ul style="list-style-type: none"> Pupil voice Parental voice CPOMs data Attendance data Referral data PP closing the gap forms 	<ul style="list-style-type: none"> The percentage of persistent absence and lates has decreased. Attendance for PP children is at least in line with national Parent surveys show improved parental engagement and involvement in school activities. Decreased safeguarding referrals
E.	<p><u>Lack of Opportunities to Experience the World Around Us</u></p> <ul style="list-style-type: none"> PP children are drawing on a wider range of experiences to improve progress across all subjects in school. PP children identify their qualities and have a strong moral character <p>Measure:</p> <ul style="list-style-type: none"> Internal progress data throughout the year. End of KS1 and 2 data Analysis of the percentage of children achieving their targets on their Individualised Speech and Language Programmes Number of children accessing Speech and Language interventions 	<ul style="list-style-type: none"> Sports School Premium review document shows all PP children have taken part in sporting events, including competitive sports. PP children will have access to trips, breakfast club and sporting tournaments - financial difficulties will not pose as a barrier to this Opportunities in school will be paid for from PP budget where families cannot pay. PP children will be targeted when providing opportunities in school and will be encouraged to attend. School will work closely with parents of vulnerable children to provide more opportunities for them to access Vulnerable families will access schools Family Support Worker Vulnerable families will be tracked for input needed through Early Help

		<ul style="list-style-type: none"> Restorative Practice ensure children identify their strengths, have strong moral character shown in pupil voice.
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4. PLANNED EXPENDITURE 2019/20						
i	<u>Quality of teaching for all</u>					
	Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date
A.	Focus on the Social and Emotional Needs of all pupils including the vulnerable pupils	SEMH needs identified using Boxall Profiling, informs Quality Wave 1 teaching. Restorative practice planning and delivery focused on highlighted needs identified from profile. Daily check ins, solution circles led by teachers and Restorative Champions and Restorative Circles weekly.	The learning of those children who have social and emotional challenges can be heavily impacted on, therefore more direct intervention/ opportunities to communicate challenges and worries allows these children to flourish. Raised self-esteem and attitudes allow for children accessing the curriculum in class leading to raised levels of attainment .	Monitoring within lessons, engagement and behaviour of pupils	SLT, PP lead (SC), Family Support Worker (SM)	End of each cycle
B.	Accelerated progress of PP children, closing the gap between outcomes of PP children and their peers	Teacher targets clearly linked to appraisal targets and CPD. Teacher performance management targets clearly linked to SEF, SDP. Teacher CPD links clearly to SDP and targets from	High standards of teaching ensure high outcomes for learners. Provide targeted interventions and in class support for Pupil Premium children to ensure that they make accelerated progress	Lesson observations indicate higher proportions of learners making accelerated levels of progress within lessons Book looks demonstrate increased progress. The gaps between the	SLT/ PP lead	Data capture periods

		<p>teacher tracker.</p> <p>Improved rigor around monitoring and assessment and pupil progress meetings.</p> <p>Quality first teaching and an inclusive approach will reduce barriers to learning.</p> <p>All children who are at risk of not making expected progress will be discussed at pupil progress meetings and individual strategies to enhance learning will be planned in conjunction with the SENCO.</p> <p>Quality wave 1 teaching will be monitored by all curriculum teams during learning walks and team actions as a result.</p> <p>Team teach programme each term for every member of teaching team in every year.</p> <p>Single age classes in a morning so teachers can focus on one year group and have a higher staff to child ratio</p> <p>Additional support in Year 6 and Year 2 to improve outcomes for all and close the progress gap.</p>	<p>in reading, writing and maths.</p> <p>Regular intervention to ensure gaps closed and intervention supports pupils</p>	<p>attainment of pupil premium children and non pupil premium children close</p>		
C.	Monitoring of attendance	Attendance lead monitoring	Higher percentages of	Effective tracking of	SLT/	Weekly

	including Pupil Premium children to ensure that all pupils are in school, on time every day	the attendance of all pupils including the PP children and focuses on providing support for persistent PP absences	attendance lead to higher attainment as pupils are not missing vital learning	attendance to ensure that all pupils have attendance above 96%, letters to be sent out when pupils attendance falls below 96% and 90% (Persistent absentee pupils) PA pupils are monitored carefully through PA action plans being established, regular communication with families	Attendance Lead (BG)	monitoring
D.	Supporting Vulnerable Families	Continued post of Family support worker who identifies vulnerable families and works with them and delivers 1-1 support for children with SEMH needs Family support worker's role is extended to closer working with agencies, particularly Early Help and social care to work more collaboratively to support vulnerable families. SEMH team developed to provide support and intervention for vulnerable children, monitor their progress and emotional needs.	Using Early Help rationale of support, reduces stress within the home and children come to school with less stress and improved mental health, ready to learn.	Weekly SEMH team meetings. Regular meetings, stronger links with Early Help using Early Help profile. Strong links with social care and other outside agencies to ensure joined up support. PP documentation is completed alongside class action plans and SEND profiles to ensure Wave 1,2 and 3 quality first teaching and support is in place and effective, improving outcomes for vulnerable children.	Family support worker/SENCO/ SEMH team	Weekly monitoring
E.	More opportunities in school curriculum for children to have a wider knowledge of the world and have a strong moral character.	Curriculum planning will focus on building children's wider knowledge of the world, discover their interests and talents and are resilient positive learners	Higher attainment and progress of pupils. Developing pupils' character will deepen the quality of understanding, debate and discussion both	Staff CPD will ensure curriculum is planned with children's key needs as focus with cycle 1 planned focus being children's identity, cycle 2 community	SLT/Teaching staff	Each cycle

		with strong moral characters SRE curriculum is planned and delivered driven by pupil's needs.	with curriculum knowledge and current affairs.	focus and cycle 3 children's responsibility for our world. Effective tracking and pupil progress meetings will ensure improved children's progress both with knowledge and moral character. Pupil voice will reflect improved moral character.		
ii	<u>Targeted Support</u>					
	Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date
A.	To provide a tailored well-being provision for those children with social, emotional and behavioural needs.	Targeted intervention after Boxall Profiling, including small group and one to one sessions. Wishes and feelings work Family Support Worker works closely with families to improve SEMH Behaviour and Wellbeing Lead works 1-1 and small groups of children to improve children's social and emotional wellbeing.	Raised self-esteem and attitudes allow for children accessing the curriculum in class leading to raised levels of attainment .	Improvements in behaviour Reduction in the number of unacceptables. Improvements in self-belief, self-worth and positive mindset seen in teacher assessments and pupil progress. Pupil voice. Case studies.	Family Support Worker (SM) SS/ BK Restorative Leads	End of each cycle
B.	To raise attainment ensuring that all children in each year group make accelerated progress.	Smaller class sizes during the morning sessions, allowing for higher staff to child ratios with the ability to deliver 1-1 support where necessary within the classroom setting. Afternoon same day	Provide targeted interventions and in class support for Pupil Premium children to ensure that they make accelerated progress in reading, writing and maths.	The gaps between the attainment of pupil premium children and non pupil premium children close	SLT/ PP lead	End of each cycle

		interventions to ensure children make progress				
C.	Working with families to improve attendance of PP children and family support.	Behaviour and Wellbeing Lead and Family Support Worker and the rest of SLT to provide extra opportunities to support families and children. Assistant Head to continue with a robust attendance system to identify early concerns regarding persistent absentees and those children regularly late for school. Where persistent absentees are identified, work will commence with families to ensure improved attendance and address any barriers. Rigor around attendance data analysis throughout each term [half-termly reports on PA pupils and those under monitoring]. Termly attendance letters. Identification of persistent absence register. Weekly phone calls to parents of children with attendance concerns. Attendance awards.	Provide support for families who may need extra support. As a school we have identified those families who find it harder to get their children to school on time. Bespoke support and monitoring allows us to offer parents additional help and support to ensure their children are coming to school regularly. Work with parents to improve attendance and reduce any barriers to their child attending school (building on positive impact of working with parents the previous year)	Regular weekly checks of attendance data. Summary attendance data every cycle. Weekly 'Classopoly' to raise the profile of positive attendance will show improved attendance (as seen in previous year). Review in weekly SLT meetings. Attendance review during half-termly governor meetings.	SLT/Attendance Lead (BG)	Weekly monitoring
D.	To ensure that children receive access to opportunities outside of curriculum lessons	Educational Visits and Visitors	Children have an exposure to and immersion in a range of situations, activities and experiences in order to enrich the curriculum	Pupil voice Case studies which demonstrate increased aspirations Book scrutinies demonstrate	Headteacher	End of each cycle

			opportunities that they receive. Children can draw on these increased experiences in all curriculum areas, particularly in writing, leading to raised achievement. Greater aspirations for all children as they gain experience of the wider world around them.	that pupils use this knowledge and additional experience to further improve their writing		
						Family Support Worker role £12,000 Key Stage One and Two Learning Support £6,000 Behaviour and Wellbeing Mentor £6,000 Support for trips and breakfast club £2,000 TOTAL BUDGETED COST £26,400

5. REVIEW EXPENDITURE (Previous Academic Year 2018/19)					
i	<u>Quality of teaching for all</u>				
	Desired Outcome	Chosen action/approach	Impact	Lessons learned	Cost
A.	Focus on the Social and Emotional Needs of all pupils including the vulnerable pupils	<ul style="list-style-type: none"> Through weekly restorative circles, daily check ins and one to one intervention from FSW/ restorative leads (where relevant) 	<p>Vulnerable children have shown greater resilience and behaviour for learning across KS1 and 2 but there is still a big gap between disadvantaged and non-disadvantaged in most areas of reading, writing and maths.</p> <p>Although, disadvantaged children at the end of KS2 did perform better as a group than non-disadvantaged.</p>	<p>Boxall profiling will be in place in the autumn term 2019 to clearly identify SEMH needs for whole class and individuals. Quality Wave 1 teaching and specific work with small group and 1-1 will take place on specific areas identified.</p> <p>Targeted gap filling has taken place but more quantifiable evidence is now needed to show social nad emotional progress and not solely represented in attainment and progress.</p> <p>New SEMH and SEND team will collaborate to ensure children with both needs have extra intervention to close the gap between disadvantaged and non-disadvantaged.</p> <p>Hub Club has continued to be successful and well supported by parents.</p> <p>The restorative circles and check ins have continued to be pivotal in ensuring that children are fully supported and are given a voice</p> <p>Subsidy of trips has continued to have a positive impact on children being able to attend residential.</p>	£6,000
B.	To ensure the attainment of PPG pupils in reading,	<ul style="list-style-type: none"> Matched interventions for all children, adapted as 		Every child is tracked and extra support has been given either within	£6,000

<p>writing and maths is in line or higher than national</p> <p>High quality teaching for all children delivered and supported by well trained staff through quality wave one provision</p> <p>Increased percentage in the number of children achieving the expected standard in Reading, Writing and Maths in Year 6.</p>	<p>needed.</p> <ul style="list-style-type: none">●Teacher targets clearly linked to appraisal targets and CPD.●Robust systems for tracking of data around monitoring and assessment. Quality first teaching and an inclusive approach will help reduce barriers to learning. All children who are at risk of not making expected progress will be discussed and focussed on in pupil progress meetings and individual strategies to enhance learning will be planned in conjunction with the SLT/ SENCO.	<p>Data Outcomes:</p> <p>Whole School:</p> <table><thead><tr><th></th><th colspan="2">READING</th><th colspan="2">WRITING</th><th colspan="2">MATHS</th><th colspan="2">RWM</th></tr><tr><th></th><th>EXS</th><th>GD</th><th>EXS</th><th>GD</th><th>EXS</th><th>GD</th><th>EXS</th><th>GD</th></tr></thead><tbody><tr><td>1</td><td>(17/24) 71%</td><td>(5/24) 21%</td><td>(17/24) 71%</td><td>(4/24) 17%</td><td>(17/24) 71%</td><td>(7/24) 29%</td><td>(14/24) 58%</td><td>(4/24) 17%</td></tr><tr><td>2</td><td>(16/24) 67%</td><td>(2/24) 8%</td><td>(13/24) 54%</td><td>(1/24) 4%</td><td>(13/24) 54%</td><td>(2/24) 8%</td><td>(11/24) 46%</td><td>(1/24) 4%</td></tr><tr><td>3</td><td>(15/24) 63%</td><td>(4/24) 17%</td><td>(18/24) 75%</td><td>(4/24) 17%</td><td>(19/24) 79%</td><td>(7/24) 29%</td><td>(15/24) 63%</td><td>(4/24) 17%</td></tr><tr><td>4</td><td>(9/15) 60%</td><td>(2/15) 13%</td><td>(9/15) 60%</td><td>(3/15) 20%</td><td>(9/15) 60%</td><td>(4/15) 27%</td><td>(9/15) 60%</td><td>(2/15) 13%</td></tr><tr><td>5</td><td>(19/22) 86%</td><td>(9/22) 41%</td><td>19/22 86%</td><td>9/22 41%</td><td>(18/22) 82%</td><td>(9/22) 41%</td><td>(17/22) 77%</td><td>8/21 38%</td></tr><tr><td>6</td><td>(6/16) 38%</td><td>(2/16) 13%</td><td>(12/16) 75% M</td><td>(3/16) 18% M</td><td>(10/16) 63%</td><td>(1/16) 6%</td><td>(6/16) 38%</td><td>(1/16) 6%</td></tr></tbody></table> <p>Pupil Premium:</p>		READING		WRITING		MATHS		RWM			EXS	GD	EXS	GD	EXS	GD	EXS	GD	1	(17/24) 71%	(5/24) 21%	(17/24) 71%	(4/24) 17%	(17/24) 71%	(7/24) 29%	(14/24) 58%	(4/24) 17%	2	(16/24) 67%	(2/24) 8%	(13/24) 54%	(1/24) 4%	(13/24) 54%	(2/24) 8%	(11/24) 46%	(1/24) 4%	3	(15/24) 63%	(4/24) 17%	(18/24) 75%	(4/24) 17%	(19/24) 79%	(7/24) 29%	(15/24) 63%	(4/24) 17%	4	(9/15) 60%	(2/15) 13%	(9/15) 60%	(3/15) 20%	(9/15) 60%	(4/15) 27%	(9/15) 60%	(2/15) 13%	5	(19/22) 86%	(9/22) 41%	19/22 86%	9/22 41%	(18/22) 82%	(9/22) 41%	(17/22) 77%	8/21 38%	6	(6/16) 38%	(2/16) 13%	(12/16) 75% M	(3/16) 18% M	(10/16) 63%	(1/16) 6%	(6/16) 38%	(1/16) 6%	<p>Wave 1 teaching or small group, 1-1 support and intervention.</p> <p>Pupil progress meetings identify all children who are needing greater support and class actions reflect input to address their needs.</p> <p>Data shows an improvement in closing the gap in maths at the end of KS2. This now needs to be reflected across all other core subjects.</p> <p>In Key Stage 1 there will be a focus on reading and applying phonics to ensure there are strong foundations for reading and writing in Key Stage 2.</p>
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C.	Monitoring of attendance including Pupil Premium Grant children to ensure that all pupils are in school, on time every day	Attendance lead monitoring the attendance of all pupils including the PP children. Termly meetings with PA families.	<p>Directed support given to families who struggle with attendance, identified by Attendance Lead and work with families then followed up by Family Support Worker.</p> <p>Robust systems are in place identifying children at risk of persistent absence and those children not in school on time every day. Attendance meetings and action plan meetings with all pupil's families where attendance dropped below 90% has resulted in whole school 95.66% attendance at the end of the year with families of 8 needing extra</p>	<p>Ongoing discussions have the greatest impact with attendance to ensure that parents understand the impact of children not being in school</p> <p>Careful monitoring of PPG pupils who are PA will support these children moving forward</p>	£5,000																																																																																																																																																												

			<p>support with attendance (down from 16 at the beginning of the year - the number of PA pupils halved last year).</p> <p>Number of persistent absentee (PA) pupils has dropped from 2017 -2018: 8% to 2018-2019: 4% to</p>		
ii	<u>Targeted Support</u>				
	Desired Outcome	Chosen action/approach	Impact	Lessons learned	Cost
A.	To provide a tailored well-being provision for those children with social, emotional and behavioural needs.	<p>Wishes and feelings work</p> <p>Role play</p> <p>Family support work (working alongside the families)</p> <p>Family Links training (FSW)</p> <p>Compass Buzz training - Level One for all staff, Level two and three for FSW and Restorative Leads (SS, BK)</p>	Restorative circles, specific focus on SEMH and current issues with children and families has improved children's personal development and behaviour for learning. This has been enhanced by the work of the Family Support worker who has worked well with families to ensure children are in school ready to learn with improved SEMH.	<p>Quantifiable evidence to inform quality Wave 1, 2 and 3 is now needed to ensure specific needs that may be hidden are addressed both within whole class support and 1-1 support. Boxall profiling will support this.</p> <p>SEN and SEMH teams to work together as a unit to ensure all elements of children's needs are monitored and addressed together.</p>	£6,000
B.	To raise attainment ensuring that all children in each year group make accelerated progress.	<p>Assistant Teachers in each EYFS and KS1 classroom and shared Assistant Teachers throughout KS2.</p> <p>All ATs delivering intervention, gap filling and same day support to ensure children make progress</p>	See data above	Same day gap filling has had an impact and teaching staff now need to drive this further with more planning and delivery for intervention within quality Wave 1 teaching.	£4,000

C.	To ensure that children receive access to opportunities outside of curriculum lessons	Educational Visits and Visitors	Children have accessed trips and clubs run by outside agencies and are drawing on wider experiences, shown in their learning within school	More opportunities need to continue to be planned and delivered, with specific targeting of vulnerable children's needs ensuring they have a wider range of experiences to draw upon.	£600
TOTAL BUDGETED COST: £27,600.					

6. ADDITIONAL INFORMATION