

De Beauvoir Primary School



Pupil Premium Strategy 2017-2018

Academic year		2017-2018	
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.			
	Objective	Success criteria	Actions
Achievement of Pupils	<ul style="list-style-type: none"> ○ To close the gap between PPG and other pupils with their peers nationally at both expected and greater depth standard. ○ Continue to diminish the attainment gap between PPG and other pupils in school. ○ To continue to provide early targeted language intervention for underperforming groups – including those in receipt of PPG. ○ Analyse progress of Teacher Focus Group (those pupils in receipt of PPG) half termly. 	<ul style="list-style-type: none"> ○ Pupils make at least expected year on year progress and meet / exceed national year group expectations in all subjects. ○ Analysis of pupils taking part in early targeted intervention demonstrates progress above that expected and is accelerated from baseline. ○ Analysis of data demonstrates a closing / narrowing of the gap with peers in school and nationally. 	<ul style="list-style-type: none"> ○ Both DHTs have a 50% teaching commitment. ○ Pupil Premium to be overseen by DHT. ○ Individual Pupil Tracker. ○ Half termly Pupil Progress Analysis.
Quality of Teaching	<ul style="list-style-type: none"> ○ To ensure teaching is at least good for those pupils in receipt of PPG. ○ To ensure Learning Coaches are highly trained, understand and use effective strategies to support accelerated progress. 	<ul style="list-style-type: none"> ○ All teaching is at least good. ○ Targeted intervention for underperforming groups embedded and impacting on quality of teaching. ○ Targeted early intervention in reading, writing and maths. ○ Monitoring, scrutiny and feedback systems are rigorous and robust. 	<ul style="list-style-type: none"> ○ DHTs delivering interventions. ○ HT/DHT – coaching and mentoring staff. ○ CPD plan (LC / CT).
Behaviour and Safety	<ul style="list-style-type: none"> ○ Attendance, punctuality and behaviour of pupils in receipt of PPG is monitored and in-line with other pupils in school and nationally. 	<ul style="list-style-type: none"> ○ Attendance, punctuality and behaviour of pupils in receipt of PPG is in-line with other pupils in school and nationally. 	<ul style="list-style-type: none"> ○ DHT to monitor the attendance, punctuality and behaviour data half-termly and assess the impact of interventions. ○ DHT to direct resources appropriately based on the outcomes using Individual Pupil Tracker. ○ EWO time purchased to improve attendance & punctuality of PPG pupils.

Leadership and Management	<ul style="list-style-type: none"> ○ Ensure high quality early intervention from experienced teaching staff. ○ Analyse progress of pupils in receipt of PPG to determine and identify strategies / interventions to address any issues in performance/attainment. ○ Identify pupils in receipt of PPG to all staff and track their progress and provision ○ DHT to oversee PPG provision and impact, reporting to SLT, LAB (Local Advisory Board) and parents. ○ Ensure LAB (Local Advisory Board) have full knowledge and awareness of spending, PPG provision and impact of actions. 	<ul style="list-style-type: none"> ○ DHT acts as advocate and is able to carefully track progress and impact of intervention strategies. ○ The LAB (Local Advisory Board) are informed regularly of actions, rationale, cost and impact. ○ DHT to collate information regarding progress and impact across a range of interventions and activities offered to PPG cohort. 	<ul style="list-style-type: none"> ○ Case studies and action research to support accelerated progress
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Pupils eligible for PPG: Breakdown of Key Interventions for Financial Year 2017-2018 - £247,420

Proposed Funding from September – March - £?

Year Group (Number of PPG pupils)	Main barriers to educational achievement	Intervention and rationale	Cost	How impact will be measured	Evaluations																														
Year 6 42 pupils (72%)	Attainment gaps in RWM EAL (79%) Opportunities for reading at home Parental engagement Multiple vulnerabilities Attendance Low self-esteem	Additional intervention teacher in Y6: small group teaching during RWM / afternoon booster interventions	£48,000	Weekly summit meetings Pupil Progress Meetings ½ termly MET Reviews termly Lesson observations Work / Planning monitoring Learning Walks Assessment information	Impact: EXS and GDS attainment improved in all areas. Evidence: end of previous year / end of year data. <table border="1" data-bbox="1825 949 2110 1214"> <thead> <tr> <th colspan="3">PPG Data</th> </tr> <tr> <th>(42)</th> <th>EoPY</th> <th>EoY</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>62%</td> <td>71%</td> </tr> <tr> <td>W</td> <td>10%</td> <td>20%</td> </tr> <tr> <td>M</td> <td>55%</td> <td>85%</td> </tr> <tr> <td></td> <td>0%</td> <td>20%</td> </tr> <tr> <td>RWM</td> <td>60%</td> <td>71%</td> </tr> <tr> <td></td> <td>10%</td> <td>17%</td> </tr> <tr> <td></td> <td>48%</td> <td>61%</td> </tr> <tr> <td></td> <td>0%</td> <td>2%</td> </tr> </tbody> </table>	PPG Data			(42)	EoPY	EoY	R	62%	71%	W	10%	20%	M	55%	85%		0%	20%	RWM	60%	71%		10%	17%		48%	61%		0%	2%
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Year 6 42 pupils (72%)	Attainment gaps in RWM EAL (79%) Opportunities for reading at home Parental engagement Multiple vulnerabilities Attendance Low self-esteem	DHT after school intervention / booster sessions: fill attainment gaps / increase % of pupils achieving EXS in RWM	£2,000	Weekly summit meetings Pupil Progress Meetings ½ termly MET Reviews termly Lesson observations Work / Planning monitoring Learning Walks Assessment information	3 set teaching for Saturday and Easter Booster instead of after school boosters. Impact: EXS and GDS attainment improved in all areas. Evidence: end of previous year / end of year data. <table border="1" data-bbox="1825 1452 2110 1501"> <thead> <tr> <th colspan="3">PPG Data</th> </tr> <tr> <th>(42)</th> <th>EoPY</th> <th>EoY</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	PPG Data			(42)	EoPY	EoY																								
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<p>Year 6 16 pupils (28%)</p>	<p>EAL Attainment gaps Parental engagement Multiple vulnerabilities Attendance Low self-esteem</p>	<p>DHT after school booster intervention sessions: targetting pupils for GDS</p>	<p>£2,000</p>	<p>Weekly summit meetings Pupil Progress Meetings ½ termly MET Reviews termly Lesson observations Work / Planning monitoring Learning Walks Assessment information</p>	<p>3 set teaching for Saturday and Easter Booster instead of after school booster. Impact: EXS and GDS attainment improved in all areas. Evidence: end of previous year / end of year data.</p> <table border="1"> <thead> <tr> <th colspan="3">PPG Data</th> </tr> <tr> <th>(42)</th> <th>EoPY</th> <th>EoY</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>62% 10%</td> <td>71% 20%</td> </tr> <tr> <td>W</td> <td>55% 0%</td> <td>85% 20%</td> </tr> <tr> <td>M</td> <td>60% 10%</td> <td>71% 17%</td> </tr> <tr> <td>RWM</td> <td>48% 0%</td> <td>61% 2%</td> </tr> </tbody> </table>	PPG Data			(42)	EoPY	EoY	R	62% 10%	71% 20%	W	55% 0%	85% 20%	M	60% 10%	71% 17%	RWM	48% 0%	61% 2%
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<p>Year 6 7 pupils (12%)</p>	<p>EAL (86%) Attainment gaps Parental engagement Multiple vulnerabilities Attendance Low self-esteem</p>	<p>DHT / SENCo / learning coach: additional reading to boost progress for WTS pupils</p>	<p>£4,000</p>	<p>Weekly summit meetings Pupil Progress Meetings ½ termly MET Reviews termly Lesson observations Work / Planning monitoring Learning Walks Assessment information</p>	<p>Small group teaching took place for WTS pupils. Impact: Progress seen in scaled scores over time. Evidence: Year 6 summative assessment tracking.</p>																		
<p>Year 6 42 pupils (72%)</p>	<p>Attainment gaps in RWM EAL (79%) Opportunities for reading at home Parental engagement Multiple vulnerabilities Attendance Low self-esteem</p>	<p>RWM Easter school to target pupils for EXS / GDS</p>	<p>£8,000</p>	<p>Weekly summit meetings Pupil Progress Meetings ½ termly MET Reviews termly Lesson observations Work / Planning monitoring Learning Walks Assessment information</p>	<p>Sessions well attended. Impact: EXS and GDS attainment improved in all areas. Evidence: end of previous year / end of year data.</p> <table border="1"> <thead> <tr> <th colspan="3">PPG Data</th> </tr> <tr> <th>(42)</th> <th>EoPY</th> <th>EoY</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>62% 10%</td> <td>71% 20%</td> </tr> <tr> <td>W</td> <td>55% 0%</td> <td>85% 20%</td> </tr> <tr> <td>M</td> <td>60% 10%</td> <td>71% 17%</td> </tr> <tr> <td>RWM</td> <td>48% 0%</td> <td>61% 2%</td> </tr> </tbody> </table>	PPG Data			(42)	EoPY	EoY	R	62% 10%	71% 20%	W	55% 0%	85% 20%	M	60% 10%	71% 17%	RWM	48% 0%	61% 2%
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<p>Year 6 42 pupils (72%)</p>	<p>Attainment gaps in RWM EAL (79%) Opportunities for reading at home Parental engagement Multiple vulnerabilities Low self-esteem Attendance</p>	<p>Literacy and Maths Saturday school to target pupils for EXS / GDS</p>	<p>£6,000</p>	<p>Weekly summit meetings Pupil Progress Meetings ½ termly MET Reviews termly Lesson observations Work / Planning monitoring Learning Walks Assessment information</p>	<p>Sessions well attended Impact: EXS and GDS attainment improved in all areas. Evidence: end of previous year / end of year data.</p> <table border="1" data-bbox="1827 252 2121 520"> <thead> <tr> <th colspan="3">PPG Data</th> </tr> <tr> <th>(42)</th> <th>EoPY</th> <th>EoY</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>62% 10%</td> <td>71% 20%</td> </tr> <tr> <td>W</td> <td>55% 0%</td> <td>85% 20%</td> </tr> <tr> <td>M</td> <td>60% 10%</td> <td>71% 17%</td> </tr> <tr> <td>RWM</td> <td>48% 0%</td> <td>61% 2%</td> </tr> </tbody> </table>	PPG Data			(42)	EoPY	EoY	R	62% 10%	71% 20%	W	55% 0%	85% 20%	M	60% 10%	71% 17%	RWM	48% 0%	61% 2%
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<p>Year 6 42 pupils (72%)</p>	<p>Attainment gaps in RWM EAL (79%) Opportunities for reading at home Parental engagement Multiple vulnerabilities Low self-esteem Attendance Transition</p>	<p>Subsidy - Kench Hill Visit: improve self-esteem, social skills and readiness for transition to secondary school</p>	<p>£2,300</p>	<p>Pupil voice Parent voice Behaviour tracking</p>	<p>Impact: Kench Hill trip enabled pupils to complete transition work for secondary school and to celebrate their achievements. Evidence: Positive feedback from pupils / parents.</p>																		
<p>Year 6 42 pupils (72%)</p>	<p>Attainment gaps in RWM EAL (79%) Opportunities for reading at home Parental engagement Multiple vulnerabilities Low self-esteem Attendance</p>	<p>Nintendo DS Club: boosting maths skills / brain training</p>	<p>£2,000</p>	<p>Weekly summit meetings Pupil Progress Meetings ½ termly MET Reviews termly Lesson observations Work / Planning monitoring Learning Walks Assessment information</p>	<table border="1" data-bbox="1827 762 2121 1027"> <thead> <tr> <th colspan="3">PPG Data</th> </tr> <tr> <th>(42)</th> <th>EoPY</th> <th>EoY</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>62% 10%</td> <td>71% 20%</td> </tr> <tr> <td>W</td> <td>55% 0%</td> <td>85% 20%</td> </tr> <tr> <td>M</td> <td>60% 10%</td> <td>71% 17%</td> </tr> <tr> <td>RWM</td> <td>48% 0%</td> <td>61% 2%</td> </tr> </tbody> </table>	PPG Data			(42)	EoPY	EoY	R	62% 10%	71% 20%	W	55% 0%	85% 20%	M	60% 10%	71% 17%	RWM	48% 0%	61% 2%
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<p>Year 5 25 pupils (69%)</p>	<p>Attainment gaps in RWM EAL (69%) Opportunities for reading at home Parental engagement Multiple vulnerabilities Low self-esteem Attendance</p>	<p>Maths setting in Y5: additional teacher to accelerate progress / increase number of pupils at EXS</p>	<p>£4,000</p>	<p>Pupil Progress Meetings ½ termly MET Reviews termly Lesson Observation Book looks Learning Walk Planning scrutiny</p>	<p>Due to staffing it was not possible for this intervention to take place.</p>																		
<p>Year 5 25 pupils (69%)</p>	<p>Attainment gaps in RWM EAL (69%) Opportunities for reading at home Parental engagement Multiple vulnerabilities Low self-esteem Attendance</p>	<p>Subsidy - Ufton Court: increase life experiences, resilience and social skills</p>	<p>£1,500</p>	<p>Increase in self-confidence and self-esteem Decrease in behaviour incidents</p>	<p>Impact: improved learning behaviours for most pupils who attended. Evidence: positive feedback from staff, parents and pupils.</p>																		

Year 5 25 pupils (69%)	Attainment gaps in RWM EAL (69%) Opportunities for reading at home Parental engagement Multiple vulnerabilities Low self-esteem Attendance	Year 5 Summer Booster School: target attainment gaps and accelerate progress	£8,000	Pupil Progress Meetings ½ termly MET Reviews termly Lesson observations Work / Planning monitoring Learning Walks Assessment information	Year 5 Summer Booster was unable to go ahead but all pupils received homework packs for the holidays and an incentive to complete these. Impact: pupils completed work during the summer holiday. Evidence: completed packs returned.
Year 4 27 pupils (60%)	Attainment gaps in Maths EAL (58%) Opportunities for reading at home Parental engagement Multiple vulnerabilities Low self-esteem Attendance	DHT daily intervention: accelerated progress in maths with more pupils reaching EXS / GDS	£4,000	Pupil Progress Meetings ½ termly MET Reviews termly Lesson observations Work / Planning monitoring Learning Walks Assessment information	Impact: Ongoing S2S support for Y4 teachers has helped to raise standards / improve outcomes. Teachers have targeted PPG progress.
Year 4 4 pupils (60%)	Attainment gaps in RWM EAL (58%) Opportunities for reading at home Parental engagement Multiple vulnerabilities Low self-esteem Attendance	Raising Attainment Plan / daily coaching / support / monitoring from DHT: accelerated progress in RWM, with more pupils on track / on track for GDS	£4,000	Raising Attainment Plan Pupil Progress Meetings ½ termly MET Reviews termly Lesson observations Work / Planning monitoring Learning Walks Assessment information	Impact: Ongoing S2S support for Y4 teachers helped to raise standards / expectations. Evidence: lesson observations.
Year 4 2 pupils (5%)	Attainment gaps in RWM EAL (100%) Opportunities for reading at home Parental engagement Multiple vulnerabilities Attendance	Daily phonics interventions	£2,000	Pupil Progress Meetings ½ termly MET Reviews termly Lesson observations Work / Planning monitoring Learning Walks Assessment information	Impact: Phonics data shows good progress, with improved outcomes in reading and writing. Evidence: phonics assessments.
Year 3 25 pupils (57%)	Attainment gaps in RWM EAL (57%) Opportunities for reading at home Parental engagement Multiple vulnerabilities Low self-esteem Attendance	DHT daily intervention: accelerated progress in RW with more pupils reaching EXS / GDS	£4,000	Pupil Progress Meetings ½ termly MET Reviews termly Lesson observations Work / Planning monitoring Learning Walks Assessment information	Impact: S2S support in Y3 focused on improving outcomes.
Year 3 25 pupils (57%)	Attainment gaps in RWM EAL (57%) Opportunities for reading at home Parental engagement Multiple vulnerabilities Low self-esteem Attendance	Raising attainment plan / daily coaching / support / monitoring from DHT: accelerated progress in RWM with more pupils reaching EXS / GDS	£4,000	Raising Attainment Plan Pupil Progress Meetings ½ termly MET Reviews termly Lesson observations Work / Planning monitoring Learning Walks Assessment information	Impact: S2S support in Y3 focused on improving outcomes.

Year 3 1 pupil (2%)	Attainment gaps in RWM EAL (100%) Opportunities for reading at home Parental engagement Multiple vulnerabilities Attendance	Daily phonics intervention	£2,000	Pupil Progress Meetings ½ termly MET Reviews termly Lesson observations Work / Planning monitoring Learning Walks Assessment information	Impact: Most pupils have moved out of phonics groups and into main class teaching as a result of progress in phonics. Evidence: Phonics tracking.												
Year 2 10 pupils (27%)	EAL Parental engagement Multiple vulnerabilities Attendance Attainment gaps	DHT booster intervention with Y2 pupils: increase % of pupils achieving GDS in RWM.	£8,000	Weekly summit meetings Pupil Progress Meetings ½ termly MET Reviews termly Lesson observations Work / Planning monitoring Learning Walks Assessment information	Y2 teacher has been leading interventions. Impact: GDS data: <table border="1"> <thead> <tr> <th></th> <th>Start of year</th> <th>End of year</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>14%</td> <td>14%</td> </tr> <tr> <td>W</td> <td>0%</td> <td>10%</td> </tr> <tr> <td>M</td> <td>10%</td> <td>20%</td> </tr> </tbody> </table>		Start of year	End of year	R	14%	14%	W	0%	10%	M	10%	20%
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Year 2 21 pupils (57%)	Attainment gaps in RWM EAL (51%) SEND (19%) Opportunities for reading at home Parental engagement Multiple vulnerabilities Attendance Low self-esteem	DHT booster intervention with Y2 pupils: increase % of pupils achieving EXS in RWM.	£8,000	Weekly summit meetings Pupil Progress Meetings ½ termly MET Reviews termly Lesson observations Work / Planning monitoring Learning Walks Assessment information	Y2 teacher has been leading interventions. Impact: PPG pupils have met the predictions for RWM.												
Year 2 21 pupils (57%)	Attainment gaps in RWM EAL (51%) SEND (19%) Opportunities for reading at home Parental engagement Multiple vulnerabilities Attendance Low self-esteem	After school boosters Twice a week per pupil	£4,000	Weekly summit meetings Pupil Progress Meetings ½ termly MET Reviews termly Lesson observations Work / Planning monitoring Learning Walks Assessment information	Without a DHT, this has been managed by teacher targeting / summit meetings.												
Year 2	EAL (51%) SEND (19%) Phonics gaps Opportunities for reading at home Parental engagement Multiple vulnerabilities Attendance	Daily phonics interventions for pupils who did not pass PSC	£2,000	Weekly summit meetings Pupil Progress Meetings ½ termly MET Reviews termly Lesson observations Work / Planning monitoring Learning Walks Assessment information	Impact: 20% of the 5 retakes met the standard. The 3 children who did not are on the SEND register.												
Year 1 20 pupils (54%)	EAL (57%) SEND (27%) Phonics gaps Opportunities for reading at home Parental engagement Multiple vulnerabilities Attendance	Daily 1:1 phonics interventions	£4,000	Pupil Progress Meetings ½ termly MET Reviews termly Lesson Observation Work / Planning monitoring RWI assessment information	Impact: 80% of PPG pupils reached the expected standard.												

Reception 13 pupils (48%)	Baseline entry to EYFS well below typical Low on entry PSED Low on entry CLL EAL (44%)	Daily Well-Comm intervention	£4,000	Pupil Progress Meetings ½ termly MET Reviews termly Lesson observations Work / Planning monitoring Learning Walks Assessment information	Impact: Well-Comm data shows progress of pupils against specific targets. Evidence: Well-Comm tracking
Reception 13 pupils (48%)	Baseline entry to EYFS well below typical Low on entry PSED Low on entry CLL EAL (44%)	Additional LC in morning sessions to help with settling in	£13,500	Pupil Progress Meetings ½ termly MET Reviews termly Lesson observations Work / Planning monitoring Learning Walks Assessment information	Impact: Pupils settled well into Reception. Evidence: Feedback from children, parents and staff.
Nursery 4 pupils (24%)	Baseline entry to EYFS well below typical Low on entry CLL EAL (76%)	Daily Well-Comm intervention	£8,000	Pupil Progress Meetings ½ termly MET Reviews termly Lesson observations Work / Planning monitoring Learning Walks Assessment information	Impact: improved S&L Evidence: Well-Comm data shows progress of pupils against specific targets.
Year N-6	EAL Attainment Gaps Behavioural difficulties MLD	Whole school Readathon campaign to instil the love for reading. Book week After school reading club Assemblies linked to reading	£2,500	Pupil Progress Meetings ½ termly MET Reviews termly Assessment information	Impact: Readathon 1 and 2 were popular and frequency of pupil reading increased. Evidence: reading records / Readathon sheets.
Year 1 – 6 As identified by need	Parental engagement Multiple vulnerabilities Attendance Low self-esteem	Learning Mentor: 1:1s with vulnerable pupils and interventions, parental engagement improvement, behaviour plans.	£26,500	Pupil Progress Meetings ½ termly MET Reviews termly Lesson Observation	Impact: improved behaviour. Evidence: Behaviour tracking shows reduced incidents.
Year N – 6 As identified by need	Parental engagement Economic disadvantage Attendance Low self-esteem	Uniform: to increase pupil self-esteem and reduce behaviour incidents	£1,320	SLT Monitoring	Impact: Uniform has enabled pupils to be dressed appropriately for the weather and to prevent non-conformity.
Year N – 6 As identified by need	Parental engagement Multiple vulnerabilities Attendance Low self-esteem	Free breakfast club: to improve attendance, social skills and self-esteem	£3,200	Improved attendance and punctuality	Impact: Successful where pupils arrive in time for Breakfast Club.
Year 1 – 6 As identified by need	Parental engagement Attendance Low self-esteem	EWO time to improve attendance & punctuality Pastoral Manager: monitoring / tracking of attendance and weekly meetings with parents of PA pupils	£4,300 £34,600	Improved attendance and punctuality	Impact: Regular contact has improved parental accountability for attendance. Persistent absence of some pupils continues to be closely monitored. Evidence: attendance tracking.
Year 1 – 6 (21 pupils)	Speech and language communication difficulties	SALT interventions	£10,700	Pupil Progress Meetings ½ termly MET Reviews termly Behaviour tracking	Impact: SALT interventions show progress in specific targets for pupils. Evidence: SALT tracking.

Year 1 – 6 (7 pupils)	MLD	Additional Educational Psychologist support	£5,000	Pupil Progress Meetings ½ termly MET Reviews termly Behaviour tracking	Impact: Additional time has enabled pupils to be seen more quickly than would otherwise be possible. This has helped to gain evidence to inform provision. Evidence: SEND folders
Total			247,420		